Template C4

Programme Specification

Title of Course: *BA (Hons) Social Work*

Date first produced	01/02/2013
Date last revised	25/07/2024
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Version number	6
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Education, Midwifery and Social Work
Department	Department of Social Work and Social Care
Delivery Institution	Kingston University

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

SECTION 1:   GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	BA (Hons) Social Work
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Certificate of Higher Education in Social Care BA in Social Care Studies Diploma of Higher Education in Social Care
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	L501

RQF Level for the Final Award:	Level 6
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Hill Campus
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 3
Maximum period of registration:	Full-time - 6
Entry Requirements:	The minimum entry qualifications for the programme are: **From A levels:** 120 points from three A-levels (or equivalent) **BTEC:** BTEC National Diploma in Health and Social Care or other relevant National Diplomas (Distinction, Merit, Merit) **Access Diploma**: Access Diploma (30 credits at merit at Level 3), including Key Skills 2 equivalent in English **Plus:** GCSE A-C in five subjects, including English Language. All applicants must confirm prior to interview that they have the ability to use basic IT facilities, including word processing, internet browsing and use of email. Demonstrable experience in the social care sector, obtained through paid employment or as a volunteer or user/carer experience; and have other work/life experience related to the sector or likely to be of value to the sector Passing internal written test, group activity and interview

	A minimum IELTS score of 7 (Reading, Writing, Listening), TOEFL 88 (with a minimum of 22 in all areas) or equivalent is required for those for whom English is not their first language.
	A Home Office Disclosure and Barring Check at enhanced level and a Self Declaration of Health Status to confirm that the applicant does not have a health condition that would affect their ability to practise as a trainee social worker are also required.
	Admission with Advanced Standing (Recognition of Prior Learning): Applicants offering prior qualifications and learning may be exempted from appropriate parts of a course in accordance with Kingston University's mechanisms and policies for the assessment of prior learning.
	The Admissions and Selection procedures for this programme are carried out in accordance with the guidelines on calibre of entrants (selection, admissions and suitability) outlined by Social Work England, including PLE and employers involved in the process. The Entry Level of the Professional Capabilities Framework (PCF) is used to guide recruitment and selection processes. Decisions about the numbers of students to be recruited for the programme are informed by liaison with partner employers about likely placement provision.
	Recruitment to the course is conducted in close partnership with stakeholders who are consulted consistently regarding selection processes. Both PLE and colleagues across Developing Together Social Work Teaching Partnership Partner Agencies interview candidates for the course alongside academic staff.
Programme Accredited by:	Social Work England
QAA Subject Benchmark Statements:	*Social Work*
Approved Variants:	As the BA (Hons) in Social Work leads to professional registration with the Social Work England the following are not available to the Programme Assessment Board.
	1. The award of BA (Hons) in Social Work by aegrotat
	2. Compensation for failure in any element of a programme of study leading to the awards of BA (Hons) in Social Work

	The final degree classification will be calculated on a weighted average of results from Levels 5 and 6 (year 2 and year 3) of the course. Level 5 will count for 20% of the final average and Level 6 for 80%. Practice Learning Modules SW5001 and SW6008 are not graded but must be passed.
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

This challenging and rewarding degree course offers both a sound basis in knowledge for social work practice and a route to employment and qualified practice as a social worker. It offers an integrated range of learning opportunities in social work practice settings, in the Practice Learning Suite and in academic settings.

Outstanding features of the course include one of the most established and active People with Lived Experience (PLE) groups in the country. A talented and experienced team of PLE interact regularly with students, teaching aspects of the curriculum, creating authentic simulation experiences and offering valuable feedback on performance. In addition, a superbly appointed Practice Learning Suite allows students, whilst undertaking the thirty-day Skills Development element, to create, to record and to learn from simulated doorstep interactions, interviews in the family home and multi-agency meetings. The Practice Learning Suite offers an unusually rich range of opportunities for practice, feedback and reflecting on performance through watching and listening to recordings of personal practice. In combination with an extensive network of social work agency partners who provide practice placements, consultation and contributions to teaching, these features support a varied and exciting learning experience whilst also ensuring that the course is kept constantly up to date.

The university offers a blended learning approach which is predominantly campus based, active and participatory whilst also making full use of e-learning potentials and an excellent Learning Resource Centre. The Department of Social Work contributes strongly to the national debate about social work through research, publication and the participation of staff in national bodies.

Our lively student group is diverse in background and experience and united in its passion for social work. An outstanding system combining personal tutors and student mentors ensures that students are supported throughout what is a personally and intellectually stretching learning experience.

In the first year of this three-year course, students are introduced to key knowledge areas relevant to social work including law, social policy, ethics, diversity, Social Work England professional standards, psychological and sociological theory. At the same time, making use of the Practice Learning Suite, they further develop their social work skills, using simulation and recording facilities and enjoy opportunities to receive feedback and to reflect.

Building on this foundation in the second year, students extend their skills, confidence, resilience and value base working under the supervision of trained Practice Educators in the workplace. At the same time, their understanding of law, ethics, anti-racist and intersectional elements of practice, safeguarding, inter-professional work and social work methods and interventions is enhanced through academic studies which both reflect and support practice learning and the integration of theory and practice.
In the final year, students further develop and consolidate their preparation for qualified practice through a practice placement, a strong focus on critical analysis and an extended study of an area of practice of particular interest to them. A strong emphasis is placed on the employability of students and the whole course is taught with the goal

of professional social work practice with full range of PLE very much in mind. In the final year, a range of opportunities are also made available to students to prepare specifically for interview, for newly qualified practice and for the Assessed and Supported Year in Employment.

The Aims of the Certificate in Higher Education in Social Care are:
- To ensure that students develop a foundation in knowledge, values and skills sufficient for initial and supervised practice with PLE

The Aims of the Diploma in Higher Education in Social Care are:
- To ensure that students develop a facility in knowledge, values and skills sufficient for more challenging, supervised practice with PLE

The Aims of the BA (Hons) Social Work are:
- to ensure that students develop coherent and detailed knowledge sufficient for employment as social workers and for qualified practice with PLE
- to ensure that students develop the cognitive skills, ethical understanding and interpersonal skills necessary for qualified social work practice
- To offer a programme which meets the requirements for qualifying training in social work as published by the regulator, Social Work England
- to enable students to develop the autonomy, self awareness, reflective ability, resilience, organisational skills, ability to work inter-professionally and interculturally, the appreciation of the perspectives of PLE and carers required for effective social work practice
- that students are able to recognise and celebrate diversity whilst promoting fairness and challenging discrimination
- to foster active, confident, curious and self-motivated learners who will continue to learn
- to foster a community of learners who will contribute to the local, national and international conversation regarding evidence-based practice in social work

B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Social Work and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2019), 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
A2	Social work models and methods of assessment and intervention	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	C1	Communicate with and establish effective working relationships with service users, partner agencies community groups and formal agencies such as courts
A3	Law, social policy and organisational studies relevant to social work	EK2	Present and record data in appropriate formats	C2	Assess complex situations, make decisions, form plans, and both record and report coherently
A4	Ethical theory and concepts and principles governing equality and anti-oppressive practices	EK3	Interpret and evaluate data to inform and justify arguments	C3	Evaluate risk and need and act to create increased safety and wellbeing
AK1	Take responsibility for own learning and plan for and record own personal development	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	C4	Collaborate and negotiate with relevant parties and advocate effectively and appropriately
AK2	Recognise their own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	BK3	Actively listen and respond appropriately to the ideas of others	CK1	Work well with others in a group or team
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change
AK4	Work effectively with limited supervision in unfamiliar contexts	BK1	Express ideas clearly and unambiguously in writing and the spoken word	CK3	Discuss and debate with others and make concessions to reach agreement

DK1	Search for and select relevant sources of information	B4	Use supervision and reflection to learn from their practice experiences and to manage their personal responses	CK4	Give, accept and respond to constructive feedback
DK2	Critically evaluate information and use it appropriately	B1	Gather information, critically evaluate and synthesise it and form coherent plans based on that evaluation	CK5	Show sensitivity and respect for diverse values and beliefs
DK3	Apply the ethical and legal requirements in both the access and use of information	B2	Apply knowledge to problem-solve and to develop coherent plans in complex situations	FK1	Determine the scope of a task (or project)
DK4	Accurately cite and reference information sources	B3	Use knowledge to address ethical problems and dilemmas	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
DK5	Use software and IT technology as appropriate			FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary
GK1	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems			FK4	Motivate and direct others to enable an effective contribution from all participants
GK2	Work with complex ideas and justify judgements made through effective use of evidence				
A1	The social and human sciences relating to social work				

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

Levels 4, 5 and 6 are made up of four modules worth 30 credit points. 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. Students who do not meet the professional requirements for social work have the option to transfer to the BA (Hons) Working with Children and Young People: Social Pedagogy.

BA (Hons) Social Work

Level 4							
BA (Hons) Social Work							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
HUMAN DEVELOPMENT, RELATIONSHIPS AND SOCIAL CONTEXTS	SW4002	30	4	1& 2			
LAW AND SOCIAL POLICY FOR SOCIAL WORK	SW4008	30	4	1&2			
Readiness for Direct Practice	SW4001	30	4	1&2			
WORKING WITH ETHICS & DIVERSITY IN PROFESSIONAL PRACTICE	SW4003	30	4	1&2			
Optional Modules							

Progression to Level 5

Progression to level 5 requires 120 credits at Level 4 including passes in all Level 4 modules and both DBS and OH clearance.
Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Social Care.
Suitable students may transfer to the BA (Hons) Working with Children and Young People.

Level 5							
BA (Hons) Social Work							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
First Placement (Social Work)	SW5001	30	5	1&2			
KNOWLEDGE FOR SOCIAL WORK PRACTICE 2	SW5004	30	5	2			
KNOWLEDGE FOR SOCIAL WORK PRACTICE 1	SW5003	30	5	1			
PRACTICE SKILLS AND METHODS: ASSESSMENT AND INTERVENTION	SW5002	30	5	1&2			
Optional Modules							

Progression to Level 6

Progression to level 6 requires 120 credits at Level 5 including passes in all Level 5 modules and both DBS and OH clearance.
Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Social Care.
Suitable students may transfer to the BA (Hons) Working with Children and Young People: Social Pedagogy

Level 6							
BA (Hons) Social Work							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
CONTEMPORARY SOCIAL WORK PRACTICE	SW6002	30	6	1&2			
Critical Analysis of Practice	SW6007	30	6	1&2			

FINAL PRACTICE PLACEMENT (Social Work)	SW600 8	30	6	1&2			
RESEARCH IN PRACTICE STUDY (CAPSTONE)	SW600 3	30	6	1&2			
Optional Modules							

Level 6 requires the completion of

Level 6 requires the completion of the compulsory modules. The default award at this level is the BA in Social Care Studies.

D. Principles of Teaching, Learning and Assessment

The course offers an integrated set of opportunities to learn though practice experience in the workplace, simulation in the Practice Learning Suite, and engagement with concepts and research findings in classroom, library and online environments. Learning in each setting is informed and reinforced by learning in the others. This variety of opportunities respects different learning styles whilst also reflecting the sorts of learning needed for effective social work practice.

Teaching and learning is designed to follow an incremental and coherent path leading to the meeting of the Social Work England professional standards and to a final, capstone module at Level 6 which allows students to integrate and consolidate their learning from the whole course. At Level 4 learning takes place primarily in classroom and simulation settings (Practice Learning Suite) enabling students to develop a baseline in knowledge, values and skills before workplace learning commences. At Level 5 a practice learning experience of 70 days forms an important part of the course as students move on to test and hone their practice in real-life situations. At the same time, academic modules presenting knowledge and methods for practice mirror and support practice-based learning. At Level 6, a challenging practice placement supports learning for qualified practice and is accompanied by a module developing critical analysis skills in practice with written pieces in which students reflect on their practice-based learning. A module designed specifically to prepare students for employment and qualified practice helps to complete this stage of the student's professional journey and to prepare for the next whilst a capstone study of a discreet area of social work practice of their choice allows students to bring together and to apply their learning in all elements of the programme.

Preparation for teaching sessions and consolidation afterwards take place generally through e-learning and guided private study whilst concepts may be introduced most often through formal lecture. At the same time, teaching methods are designed to maximise active learning through case study, participatory exercises, discussion, simulation, and group presentation. Familiarity with research methods is fostered incrementally and critical thinking is supported along with debate and the exploration of diverse views (reflecting a very diverse student intake and PLE constituency). A strong emphasis is placed on equal opportunities, valuing diversity, and challenging discrimination, reflecting the British Association of Social Work guide to 'The Code of Ethics for Social Work' (2014). Through work placements in local social work agencies students provide an important practical contribution to local communities.

Where physical distancing requirements flowing from the Covid-19 pandemic apply, learning and teaching will transfer online and teaching staff will do all in their power to ensure interactive, stimulating learning opportunities.

Assessment methods vary widely reflecting the diverse learning styles of students and the range of skills required of a social worker. Professional and practice learning is assessed rigorously at all three levels. An accent is placed on formative, feed-forward processes and on assessments which form part of the learning process such as the 'mock' employment interviews and social work simulations in which students interact with members of the PLE. Assessments are designed to reflect closely the Module and the Programme learning outcomes. Quality is assured through careful moderation processes, external examination, student feedback and systematic module review at Department, School and Faculty level whilst assessment processes are open to appeal.

Practicing social workers make a significant contribution to teaching not only as Practice Educators in the field but also as classroom teachers bringing experience of contemporary initiatives and practices. People with Lived Experience enhance the teaching of policy and practice by bringing their unique perspective as recipients of social services

This programme, which is approved by Social Work England, is designed to enable students to gain the professional qualifying award in Social Work and thereby to apply for registration with Social Work England for the protected title of social worker.

Social Work England has published Professional Standards and the course has been designed carefully to meet the requirements of those Standards. It has also been mapped against the Chief Social Workers' Knowledge and Skills Statements for Social Workers with Children and Families and with Adults (2017).

Attendance Policy for Social Work Qualifying Programmes

The university attendance policy can be found here: General Regulations (pg28-34)

In addition, attendance is compulsory regarding:
• 30 days Skills Development Programme (provided in the university)
• 70 days first placement
• 100 days second placement

Please use the link below to locate the regulator's requirements regarding attendance:
Education training standards 2021 (Social Work England)

To qualify in social work you are required to complete all these days / sessions in full. You will not be able to progress on the programme or graduate if you do not attend and complete these days satisfactorily.

Policy on Occupational Health and DBS for Social Work Qualifying Programmes

Social work students are required to demonstrate that their 'conduct, character and health are
suitable for them to train as social workers'. Students on placement are required to have appropriate occupational health (OH) clearance and to also have an appropriate, clear check at the 'enhanced' level, with the Disclosure and Barring Service (DBS). Students are asked to make a 'declaration of
suitability for social work' as part of the selection process. On starting the course, they are asked to complete the appropriate paperwork relating to OH and DBS. Any student who fails to provide a clear OH or DBS by the appropriate deadline will not be able to progress into the next year of study.

Work-based practice placements are essential to the course and integrated within it. High quality practice placements with qualified Practice Educators are a feature of the course and contribute strongly to the preparation of students for qualified practice. Students need to successfully complete 30 days practice skills development and two practice learning placements (70 and 100 days) in contrasting settings to meet the learning outcomes of the professional qualification in social work. Attendance at practice skills development days and practice placements is required and is monitored.

The 30 days practice skills development programme includes 15 days undertaken as part of the Readiness for Direct Practice module and workshops days which are integrated during the three years on the programme on topics such as skills development in working positively with diversity and ethics and values in practice, social work intervention skills including inter-

professional skills, court skills, group work skills and research skills. Students keep a logbook of skills development which is developed and verified incrementally during the programme and is linked to their personal and professional development plan. The Practice Learning Suite supports the 30 days of skills development very strongly by allowing for a range of realistic interviews, telephone conversations and meetings. Students will record simulated practice as if in the workplace, receive feedback from staff, PLE and peers and have the opportunity to listen to, watch and reflect on their digitally recorded work. Practice placements are taken in approved and quality assured practice learning settings, normally within local partner agencies. Practice educators are responsible for managing, teaching and assessing students on practice placements and must meet the Professional Standards for Practice Education.

E. Support for Students and their Learning

Personally as well as academically this is a challenging course and, in recognition of that, a strong emphasis is placed on student support. Arrangements for support also reflect social work values and the tradition of supervision within the profession. Students are supported by:

- Regular meetings with a personal tutor to assist them in planning their course of study, consider career development options and support them in developing and achieving their personal and professional development plans. Wherever possible, students will retain their personal tutor as they progress through the course, building up a supportive working relationship. Students will also be visited by their tutors, who appreciate their individual developmental path, when undertaking practice placements. Tutors help students to trace and to enhance their personal and professional development over the three years and are a resource when the learning process is challenging.
- Group tutorials whereby the experience and contributions of fellow students enhance learning and support.
- Members of Staff acting as Year Leads in each year and coordinating the dialogue with and support of the larger group.
- A Student Academic Mentor allocated to each tutor group. This unusual and much appreciated facility gives each student access to a student in the year above them who can offer advice and encouragement on the basis of personal experience. In this way, Student Academic Mentors add to the variety, quality and richness of support for students on this course.
- The university-wide system of support: Professional Support Staff, Admissions Team, KUSU, Counselling Service, Chaplaincy, Disability and Dyslexia Support Service, Learning Resources Centre Support Staff

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
- Board of Study with student representation
- Student Voice Meetings (Staff/Student Consultative Committee)
- Annual review and development report
- Annual Module and Programme Enhancement Plans
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies

- Consultation with stakeholders such a Partner Agency Colleagues and Service Users and Carers

In this programme the following additional elements contribute to quality enhancement:
- Partnership fora with employers and representatives of People with Lived Experience
- Practice Assessment Panels with representatives of service users and carers and employers meet to review and standardise assessment of all practice related work.
- The programme will be subject to the Social Work England review processes following accreditation and endorsement

G. Employability and work-based learning

As a professional training which features very significant elements of practice learning, this course is highly oriented towards employment. Students undertake a thorough, generic preparation for social work practice with the range of service user groups across the spectrum of providers and in a wide variety of practice settings. Attention to inter-professional skills increases the ability of successful students to gain work in roles in which they are operating in close partnership with colleagues with other professional backgrounds. In addition, aspects of the final year are designed as a direct preparation for gaining and succeeding in work and make significant use of the expertise of partner agency colleagues. For example, Module SW6002, 'Contemporary Social Work Practice' is assessed by way of an interview which reflects closely the 'real life' selection process for employment. Careers Advice is made available to students in their final year by the KU Careers & Employability Service.

Kingston University data indicates that:

84.2% of graduates of the BA in Social Work are employed (full time) as social workers after 6 months with a typical average salary of £28,875

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

Work-based practice placements are essential to the course and integrated within it. High quality practice placements with qualified Practice Educators are a feature of the course and contribute strongly to the preparation of students for qualified practice. Students need to complete successfully 30 days practice skills development and two practice learning placements (70 and 100 days) in contrasting settings to meet the learning outcomes of the professional qualification in social work. Attendance at practice skills development days and practice placements is required and is monitored. The 30 days practice skills development programme includes 13 days undertaken as part of the *Readiness for Direct Practice* module and workshops days which are integrated during the three years on the programme on topics such as skills development in working positively with diversity and ethics and values in practice; social work intervention skills including inter-professional skills, court skills, group work skills and research skills. Students keep a log book of skills development which is developed and verified incrementally during the programme and is linked to their personal and professional development plan. The Practice Learning Suite supports the 30 days of skills development very strongly by allowing for a range of realistic interviews, telephone conversations and meetings. Students will record simulated practice as if in the work place, receive feedback from staff, service users and peers and have the opportunity to listen to, watch and reflect on their digitally recorded work.

Practice placements are taken in approved and quality assured practice learning settings, normally within local partner agencies. Practice educators are responsible for managing, teaching and assessing students on practice placements and must meet the Professional Standards for Practice Education.

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

Please also refer to:
- QAA Benchmark Statement for Social Work (2019) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Social-work.aspx
- Social Work England standards for qualifying education and training: https://www.socialworkengland.org.uk/standards/qualifying-education-and-training-standards-guidance-2021/

Social Work England Professional Standards: https://www.socialworkengland.org.uk/standards/professional-standards
- The Professional Capability Framework https://www.basw.co.uk/pcf/

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6			
		SW4008	SW4001	SW4002	SW4003	SW5002	SW5001	SW5004	SW5003	SW6008	SW6007	SW6003	SW6002
Knowledge & Understanding	A2		F			S/F	S/F			S/F	S/F	S/F	S/F
	A3	S/F						S/F	S/F		S/F	S/F	S/F
	A4		F		S/F		S/F	S/F	S/F	S/F	S/F	S/F	S/F
	AK1	S/F	S/F	F	S/F	F	S/F	F	F	S/F	S/F	F	F
	AK2	S/F	S/F	F	S/F	F	S/F	F	F	S/F	S/F	F	F
	AK3	S/F	S/F	F	S/F	F	S/F	F	F	S/F	S/F	F	F
	AK4	S/F	S/F	F	S/F	F	S/F	F	F	S/F	S/F	F	F
	DK1	F	S/F	F	S/F	F	F	F	F	F	S/F	S/F	F

Category	Code	1	2	3	4	5	6	7	8	9	10	11	12
	DK2	F	S/F	F	S/F	F	F	F	F	F	S/F	S/F	F
	DK3	F	S/F	F	S/F	F	F	F	F	F	S/F	S/F	F
	DK4	F	S/F	F	S/F	F	F	F	F	F	S/F	S/F	F
	DK5	F	S/F	F	S/F	F	F	F	F	F	S/F	S/F	F
	GK1	F	S/F	S/F	S/F	F	S/F	F	F	S/F	S/F	F	F
	GK2	F	S/F	S/F	S/F	F	S/F	F	F	S/F	S/F	F	F
	A1			S/F		S/F					S/F	S/F	S/F
Intellectual Skills	EK1	F	S/F	F	S/F	F	F	F	F	F		F	F
	EK2	F	S/F	F	S/F	F	F	F	F	F		F	F
	EK3	F	S	F	S/F	F	F	F	F	F		F	F
	EK4	F	S/F	F	S/F	F	F	F	F	F		F	F
	BK3	F	S/F	F	S/F	F	S/F	F	F	S/F		F	F
	BK2	F	S/F	F	S/F	F	S/F	F	F	S/F	S/F	F	F
	BK1	F	S/F	F	S/F	F	S/F	F	F	S/F	S/F	F	F
	B4		F			S/F	S/F			S/F			S/F
	B1		F	S/F		S/F	S/F	S/F	S/F	S/F	S/F	S/F	
	B2		F			S/F	S/F	S/F	S/F	S/F	S/F	S/F	
	B3	S/F			S/F	F	S/F	S/F	S/F	S/F	S/F	S/F	S/F
Practical Skills	C1		S/F				S/F			S/F			S/F
	C2		S/F				S/F	S/F	S/F	S/F		S/F	
	C3		F				S/F	S/F	S/F	S/F			
	C4		F			S/F	S/F			S/F			
	CK1	F	S/F	F	S/F	F	S/F	F	F	S/F		F	F
	CK2	F	S/F	F	S/F	F	S/F	F	F	S/F		F	F
	CK3	F	S/F	F	S/F	F	S/F	F	F	S/F		F	F
	CK4	F	S/F	F	S/F	F	S/F	F	F	S/F		F	F
	CK5	F	S/F	S/F	S/F	F	S/F	S/F	F	S/F	S/F	F	F
	FK1	F	S/F	F	S/F	F	F	F	F	F	S/F	F	F
	FK2	F	S/F	F	S/F	F	F	F	F	F	S/F	F	F
	FK3	F	S/F	F	S/F	F	F	F	F	F		F	F

	FK4	F	S/F	F	S/F	F	F	F	F	F		F	F

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.