



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292019 **Name:** Mediation and familiar orientation

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: OPTIONAL

Subject Matter: Health psychology **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

OPTIONAL

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|---|-------|--|------|---|
| Health psychology | 84,00 | -Clinical Neuropsychology | 6,00 | 4/1 |
| | | -Disorders of Eating Behavior | 6,00 | 4/1 |
| | | -Health Psychology | 6,00 | 3, 4/1 |
| | | -Legal Psychology | 6,00 | 4/1 |
| | | -Main Models of Intervention in Psychotherapy | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Mediation and familiar orientation | 6,00 | 3/1 |
| | | -New Directions in Psychotherapy | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Prevention and Treatment of Addictive Behavior | 6,00 | 3/1 |
| | | -Psychogerontology | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of the Chronic Disease and of Rehabilitation | 6,00 | This elective is not offered in the academic year 24/25 |
| -Psychology, Grieving and Palliative Care | 6,00 | 4/1 | | |



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|------------------------|-------|---|------|---|
| Health psychology | | -Psychopharmacology | 6,00 | 4/1 |
| | | Sleeping disorders | 6,00 | 4/1 |
| | | -Therapy Techniques and Behavior Modification | 6,00 | This elective is not offered in the academic year 24/25 |
| Transversal psychology | 42,00 | Anthropology of the Person and Health | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Basic Social and Emotional Skills for Professional Practice of Psychology | 6,00 | This elective is not offered in the academic year 24/25 |
| | | History and Philosophy of the Family | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of Religion | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Psychology, and Information and Communication Technologies | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Qualitative Research Methodology | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Scientific English II | 6,00 | This elective is not offered in the academic year 24/25 |



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|--|-------|--|------|--|
| Educational psychology | 48,00 | -Affective Linkages in the Life Cycle | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Development of Cognitive Skills | 6,00 | 4/1 |
| | | Education for Interculturality | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Educational Intervention for Students with Special Educational Needs | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Occupational Guidance | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Preventive Intervention and Early Stimulation | 6,00 | 2/1 |
| | | -School Psychology | 6,00 | 3/1 |
| | | Strategies and Tools for Effective Learning | 6,00 | This elective is not offered in the academic year 24/25 |
| Psychology of work and human resources | 42,00 | -Cooperative Work in Interdisciplinary Teams | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Intervention Techniques in Human Resources | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Interview and Psychological Counselling | 6,00 | This elective is not offered in the academic year 24/25 |



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|--|-------|--|------|--|
| Psychology of work and human resources | | Management of the Work Climate in Organisations | 6,00 | 3/1 |
| | | Mediation and Intervention in Family Businesses | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Negotiation and Conflict Resolution | 6,00 | 4/1 |
| | | -Psychology of Communication | 6,00 | 2/1 |
| Community psychology and social intervention | 54,00 | Family and Aid to Dependency | 6,00 | 2/1 |
| | | Intervention and Organisation of Socio-cultural Events | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of Conflict and Violence | 6,00 | 2/1 |
| | | -Psychology of Criminality | 6,00 | 3/1 |
| | | -Psychology of Physical Activity and Sport | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of Social Intervention | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of the Media | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Psychosocial Intervention in Disasters and Emergencies | 6,00 | 3/1 |



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|--|-------|---|------|---|
| Community psychology and social intervention | | -Social Support Theory and Strategies | 6,00 | This elective is not offered in the academic year 24/25 |
| Speech therapy psychology | 30,00 | Acquisition and Development of Language | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Assessment of Language, Speech and Voice | 6,00 | 0/1 |
| | | -Language and Hearing Disorders | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Linguistic Analysis of Language Disorders | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Speech and Voice Disorders | 6,00 | This elective is not offered in the academic year 24/25 |

Recommended knowledge

Not required

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Knowing the concepts, theories and main models of psychology in the area of Clinical Psychology and Health Psychology.
- R2 Being able to design psychological prevention plans that are adequate to the specific demands presented in each area based on the learned theoretical models.
- R3 Being able to design psychological prevention plans in the different contexts of the health field.
- R4 Knowing and acquiring the necessary skills for the adequate management of therapeutic relationships.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

| BASIC | | Weighting | | | |
|-------|--|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CB3 | Students have the ability to gather and interpret relevant data usually within their field of study to inform judgments that include reflection on relevant social, scientific or ethical. | | | | X |
| CB4 | Students can communicate information, ideas, problems and solutions to both specialist and non-specialist. | | | | X |

| SPECIFIC | | Weighting | | | |
|----------|---|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CE3 | Planning and carrying out interviews. | | | | X |
| CE5 | Identifying differences, problems and needs. | | | | X |
| CE7 | Analyzing and assessing interaction processes, group dynamics and group and inter-group structures. | | | X | |
| CE11 | Analyzing the context in which personal behaviors, group and organizational processes take place. | | | X | |
| CE15 | Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support). | | | | X |
| CE16 | Choosing adequate psychological intervention techniques. | | | | X |
| CE17 | Mastering strategies and techniques to get addressees involved. | | | | X |
| CE18 | Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation... | | | | X |
| CE25 | To be able to measure and to collect relevant data for the evaluation of the interventions | | | X | |



| TRANSVERSAL | Weighting | | | |
|--|-----------|---|---|---|
| | 1 | 2 | 3 | 4 |
| CT7 Problem solving. | | | | X |
| CT8 Decision making. | | | | X |
| CT9 Capacity to work in team. | | | | X |
| CT10 Capacity to work in interdisciplinary teams. | | | | X |
| CT12 Interpersonal skills. | | | | X |
| CT15 Ethics. | | | | X |
| CT17 Capacity to adapt to new situations. | | | X | |
| CT18 Capacity to produce new ideas (creativity). | | | X | |
| CT29 Interpreting other's intentions. | | | X | |
| CT34 Professional relationships: being able to build and maintain relationships with other professionals and important organizations | | | X | |
| CT37 Being able to collect information from other people. | | | X | |



Assessment system for the acquisition of competencies and grading system

In-class teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R2, R3, R4 | 60,00% | Oral and/or written tests employed in initial, training and/or summative student assessment. |
| R1, R2, R3, R4 | 10,00% | Presentation of practical activities. |
| R1, R2, R3, R4 | 20,00% | Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher. |
| R2, R3, R4 | 10,00% | Oral presentation of assignments. |

Observations

Continuous evaluation will be carried out through active participation in class (theoretical and practical), and the delivery of practical activities.

The **final evaluation** will consist of a multiple-choice exam of the subject matter specified by the teacher.

In order to **pass the course** the student must pass the different evaluation systems separately (attendance and active participation, practices and exam).

Criteria for the awarding of Honor Grades: Evidence of levels of excellence in all competencies and learning outcomes.

Online teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R2, R3, R4 | 75,00% | Final evaluation consisting of essay questions and hypothetical scenarios. |
| R1, R2, R3, R4 | 5,00% | Submitted tasks |
| R1, R2, R3, R4 | 20,00% | Attendance and participation in synchronic communication activities. |



Observations

Continuous evaluation will be carried out through active participation in class (theoretical and practical) and the delivery of practical activities.

The **final evaluation** will consist of a multiple-choice exam of the subject matter specified by the teacher.

In order to **pass the course** the student must pass the different evaluation systems separately (attendance and active participation, practices and exam).

Criteria for the awarding of Honor Grades: Evidence of levels of excellence in all competencies and learning outcomes.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.



- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.



- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.





IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|--------------|-------------|
| ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1 | R1, R2, R3, R4 | 30,00 | 1,20 |
| PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2 | R2, R3, R4 | 15,00 | 0,60 |
| GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M2 | R1, R2, R3, R4 | 8,00 | 0,32 |
| OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6 | R1, R2, R3, R4 | 5,00 | 0,20 |
| ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7 | R1, R2, R3, R4 | 2,00 | 0,08 |
| TOTAL | | 60,00 | 2,40 |



LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|-------------------|--------------|-------------|
| GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8 | R1, R2, R3, R4 | 30,00 | 1,20 |
| INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9 | R1, R2, R3, R4 | 60,00 | 2,40 |
| TOTAL | | 90,00 | 3,60 |



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|--------------|-------------|
| Virtual session (distance learning) M11 | R1, R2, R3, R4 | 25,00 | 1,00 |
| Virtual practical session (distance learning) M12 | R2, R3, R4 | 12,50 | 0,50 |
| Seminar and virtual videoconference (distance learning) M13 | R1, R2, R3, R4 | 3,00 | 0,12 |
| In-person or virtual assessment (distance learning) M14 | R1, R2, R3, R4 | 2,00 | 0,08 |
| Individual tutoring sessions (distance learning) M16 | R1, R2, R3, R4 | 7,50 | 0,30 |
| Discussion forums (distance learning) M18 | R1, R2, R3, R4 | 5,00 | 0,20 |
| Continuous assessment activities (distance learning) M19 | R1, R2, R3 | 5,00 | 0,20 |
| TOTAL | | 60,00 | 2,40 |

ASYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|-------------------|--------------|-------------|
| Individual work activities (distance learning) M15 | R1, R2, R3, R4 | 50,00 | 2,00 |
| Teamwork (distance learning) M17 | R1, R2, R3, R4 | 40,00 | 1,60 |
| TOTAL | | 90,00 | 3,60 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|----------------------------|--|
| Unit 1: FAMILY SYSTEM | The family as an evolutionary system; Family functioning. |
| Unit 2: FAMILY ORIENTATION | Functions of the family counselor and family intervention techniques; Family orientation strategies. |
| Unit 3: FAMILY MEDIATION. | Theoretical bases of mediation; Essential techniques in family mediation. |

Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|----------------------------|--------------------|-------|
| Unit 1: FAMILY SYSTEM | 8,00 | 16,00 |
| Unit 2: FAMILY ORIENTATION | 16,00 | 32,00 |
| Unit 3: FAMILY MEDIATION. | 6,00 | 12,00 |



References

MAIN REFERENCES:

Spanish

- Ciscar E., Martínez C., Cánovas P., Sahuquillo P., Beyeback M., De Vega Saenz J. (2009). *Orientación Familiar*. Ed. Tirant Lo Blanch.
- Ríos González JA. (2014). *Manual de orientación y terapia familiar*. Ed. ACCI.
- De Bofarull (2013). *Fortalezas y competencias de la familia: Bases para la orientación y mediación familiar*. Barcelona. Ed: Instituto de Estudios Superiores de la Familia.
- Diego, R. y Guillén, C. (2012): *Mediación. Proceso, tácticas y técnicas*. Ed.: Pirámide. Madrid.

English:

- Gladding, Samuel T. (2015). *Family therapy: History, theory and practice*. Ed: Pearson
- Roberts, Marian. (2014): *Mediation in Family Disputes*. Ed: Ashgate.

ADDITIONAL REFERENCES

- Aguilar, J.M. (2004): "Síndrome de Alienación Parental. Hijos manipulados por un cónyuge para odiar al otro". Ed. Almuzara. Córdoba.
- Bolaños Cartujo, I.: *Conflicto familiar y ruptura matrimonial: Aspectos psicolegales*. En *Psicología Jurídica de la familia*. Coordinador Juan Luís Marrero. Editorial Universidad-Empresa (UNED). Madrid, 1998.
- Bolaños Cartujo, I.: *La persona mediadora*. Material del Curso de Mediación Familiar. UIMP Valencia 2001.
- Boqué, M^a C. (2002): *Guía de la Mediación Escolar*. Ed.: Octaedro. Barcelona.
- Dolto, Françoise (1989). *Cuando los padres se separan*. Barcelona, Paidós.
- Farré, S. (2004): *Gestión de conflictos: Taller de mediación*. Ed.: Ariel. Barcelona.
- Fernández, J.M. y Ortiz, M. (2010): *Los conflictos. Cómo desarrollar habilidades como mediador*. Ed.: Pirámide. Madrid.
- Freeman, J., Epston, D., & Lobovits, D. (2001). *Terapia narrativa para niños*. Barcelona: Editorial Paidós.
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- Martínez, M; Alvarez, B. y Fernández, P. (2009): *Orientación Familiar. Contextos, evaluación e intervención*. Ed. Sanz Torres. Uned. Madrid.
- Haynes, J. (1995): *Fundamentos de la mediación familiar*. ED.: Gaia. Madrid.
- Haynes, J.M. y Haynes, G. (1997): *La mediación en el divorcio*. Editorial Granica. Barcelona.
- Hernández-Córdoba, Á. (1997). *Familia, ciclo vital y psicoterapia sistémica breve*. Editorial El Búho. Bogotá
- Herrero Romero, Pablo (2005): "¿Por qué riñen las parejas?". *Rev. Redes*. Diciembre 2005- Segunda Época – Número 15.
- López, S. y Escudero, V. (1997). "El conflicto de pareja y su repercusión en los hijos: Una



- revisión". Cuadernos de Terapia Familiar. Nº 35-36.
- Parkinson, L. (2005): *Mediación familiar. Teoría y práctica: principios y estrategias operativas*. Ed.: Gedisa. Barcelona.
 - Perrow, S. (2022). *101 cuentos sanadores*. Ed. Ing. Ediciones.
 - Pubill, M. J. (2018). *Herramientas de terapia familiar: Técnicas narrativo-experienciales para un enfoque sistémico integrador*. Ed. PAIDÓS.
 - Pimentel, R. (2013): *Resolución de conflictos. Técnicas de Mediación y Negociación*. Ed.: Plataforma Editorial. Barcelona.
 - Ramos, R. (2016). *Terapia narrativa con familias multiproblemáticas*. Ediciones Morata.
 - Ríos, J.A. (2005). *Los ciclos vitales en la familia y en la pareja*. Madrid.
 - Roberts, M. (2008). *Mediation in family disputes: Principles of practice*. Ed: Ashgate e-Book
 - Rodríguez, L. y Soto R. (1999): *La separación: otro cambio en el proceso vital de la persona*. Rev. Sistémica. Número 6-7.
 - Sandí, M. A. (2019). *Intervenciones psicoterapéuticas basadas en la teoría del apego*. *Revista Cúpula*, 33(1), 33-53.
 - Silva, Irene "La Técnica de la Entrevista de Juego en la Clínica Infantil". *Informació Psicològica* núm.80. Pág.60-63.
 - Soleto, H.; Carretero, E. y Ruiz C. (2013): *Mediación y resolución de conflictos: Técnicas y ámbitos*. Ed.: Tecnos. Madrid.
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 - Verbitz, T. (2012). *Psicopatología de la vida amorosa*. Ed. Herder.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

| Course guide | | Adaptation | |
|-----------------|----------------------|--------------------------------------|---------------------|
| Assessment tool | Allocated percentage | Description of the suggested changes | Platform to be used |

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

| Course guide | | Adaptation | |
|-----------------|----------------------|--------------------------------------|---------------------|
| Assessment tool | Allocated percentage | Description of the suggested changes | Platform to be used |

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: