

# PROGRAMME SPECIFICATION

## SECTION A: DETAILS OF THE PROGRAMME AND AWARD

<b>Programme Title</b>	<b>BA (Hons) Fashion Design BA (Hons) Fashion Design with Foundation Year BA (Hons) Fashion Design (Top-Up)</b>
<b>Awarding Body</b>	<b>Buckinghamshire New University</b>
<b>Teaching Institution / Programme Location</b>	<b>Buckinghamshire New University</b>
<b>Name of Final Award</b>	<b>Bachelor of Arts with Honours, BA (Hons)</b>
<b>NQF/FHEQ Level of Qualification</b>	<b>Level 6: Bachelor's degree with honours</b>
<b>QAA Subject Benchmark Statement(s)</b>	<b>QAA Art &amp; Design 2017</b>
<b>UCAS Code</b>	<b>W230</b>
<b>Course Code(s)</b>	<b>BV2FDN1 BV2FDN4 (with Foundation Year) BV6FDN4 (Top-Up)</b>
<b>Mode of Delivery</b>	<b>Full Time</b>
<b>Length of Study</b>	<b>3 Years 4 Years with Foundation Year</b>
<b>Number of Intakes</b>	<b>1: September</b>
<b>Regime of Delivery</b>	<b>Campus Based</b>
<b>Language of Study</b>	<b>English</b>
<b>Programme Accreditation</b>	<b>N.A.</b>
<b>Month and Year valid from</b>	<b>01 September 2018</b>
<b>Publication &amp; Revision Dates</b>	<b>05 October 2018 / August 2019 / June 2020</b>

### Programme Introduction

Creativity, innovation, holistic thinking and the development of the student's personal design philosophy are at the core of this degree programme. The course aims to develop the student's knowledge and skills in fashion design on both an artistic and professional level. Students will be encouraged to research, interpret and develop their own appreciation of the use of traditional techniques, new technologies, materials and innovative design solutions.

Across all three years or four years including FY, students will learn approaches that will enable them to understand the design process from concept, through design to production and product placement. The foundation year will introduce the students to the fashion design process, to give them the grounding to enter Year one. Year one will deliver the core fundamentals, including 2D and 3D, pattern cutting, manufacturing, illustration and introducing the student to a range of processes and materials. Year two will continue to develop the student, with a focus on the fashion industry, through a series of design and live industry projects, advanced pattern cutting, manufacturing, processes and materials workshops. Year two will conclude with a professional practice module which will begin to

build industry ready portfolios whilst developing promotional skills. Year three will enable the student to develop their aesthetic style, leading to the completion of a final collection, an industry ready portfolio and promotion package.

Students will be graduating with the skills and experience in creative problem-solving strategies and techniques in pattern cutting, manufacturing, processes and materials, and a clear understanding of how these can be applied to create innovative design solutions.

## **Distinguishing Features and Key Characteristics of the Programme**

This programme aims to enable students to develop creative, technical and professional knowledge and skills appropriate to a career in the fashion industry and related areas.

### **Distinguishing Features**

- Embedding of creative, technical and professional skills, including research, problem-solving, critical reflection, analytical and communication skills required of a fashion graduate preparing to enter the fashion industry.
- Creative and forward-thinking approaches in generating concepts and appropriate solutions in response to briefs and how these can be used in product development, through working in the studio and workshop environments.
- Knowledge of professional practice, innovation, technology and development within the fashion industry relevant to chosen specialisms.
- A solid understanding of the key historical, social, cultural ideas, concepts and issues relevant to contemporary fashion.

## **Admission Requirements**

Applicants will have achieved one of the following:

- Two full A-Levels and GCSE Maths and English at Grade C or above
- UCAS Tariff score of 80-96
- Foundation diploma in Art and Design
- BTEC, National Diploma or equivalent

Applications are welcome from those who may not possess formal entry qualifications, mature students, or with qualifications different to those listed. Such applicants should demonstrate their potential to complete the course successfully at interview stage

- Successful applicants will attend an interview with portfolio.

International students may be Skype interviewed or may send an electronic portfolio. All international applicants should have English language to IELTS level 6.

### **Recognition of Prior Learning**

Students may be admitted to any Level of the programme which is considered suitable, after portfolio review and interview using the APL process.

### **For BA (Hons) Fashion Design with Foundation Year (4 year)**

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year.

It is expected that applicants to the 4-year programme will likely possess a lower UCAS Tariff score than that required to join Level 4 of the 3-year BA (Hons) Degree programme, but will normally have achieved 90 credits from a Level 3 qualification. Mature Students with no recent or advanced level qualifications, will be assessed for entry based on their work experience and may be subject to

interview. International students should hold an IELTS of 5.5 (minimum of 5.5 in all areas). And international students with IELTS 6 or below will have to undertake an enhanced curriculum in addition to the advertised programme. Applicants will normally be interviewed, particularly where reassurance is required with regards to their motivations, ambitions and abilities, and in order to establish their potential to be a successful student at this level.

## **Employability Statement / Career Prospects**

Employability is key to the programme, which is designed so that the students are introduced to relevant areas of the fashion industry. Each of the modules at every level of study on the programme will enable the student to engage with the fashion industry, reflecting upon the knowledge and skills learnt so they can graduate with a portfolio of work tailored to the relevant sector of the fashion industry suited to them. This is achieved through live briefs, workshops, talks with industry practitioners, competitions, external events and working in our studios and workshops.

Opportunities available for students after completion of the award:

- *Designer*
- *Pattern Cutter*
- *Product Developer*
- *Garment Technologist*
- *Studio Manager / Design Co-ordinator*
- *Retail Buyer*
- *Visual Merchandiser*
- *Fashion Stylist*
- *Fashion Illustrator*
- *PR / Marketing*
- *Post Graduate Study*
- *Education*

## **SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS**

### **Programme Aims**

The main educational aims of the programme are to:

- Provide a context where students can explore and develop their own identity as individual, innovative and effective fashion designers and practitioners
- Enable students to understand and to critically analyse and reflect on the cultural, political, social and historical issues relevant to the fashion industry.
- Produce highly skilled individuals with a clear understanding of their creative strengths, contemporary professional practices and how these can be used in product development and in their future careers or in research at postgraduate level.
- Facilitate student's communication skills in a variety of visual, spoken and written formats appropriate to contemporary fashion.

### **Programme Learning Outcomes**

Table 1: Programme Learning Outcomes and Mapping to Modules

On successful completion of Level 6 BA (Hons) in Fashion Design, a graduate will be able to:

<b>Programme Learning Outcomes</b>				
<b>K</b>	<b>Knowledge and Understanding</b>	<b>Core Modules (Code) Level 4</b>	<b>Core Modules (Code) Level 5</b>	<b>Core Modules (Code) Level 6</b>
<b>K1</b>	Demonstrate a systematic knowledge of the fashion Industry and the role of a designer	FD404 FD405 FD406 AD401	FD506 FD507 FD505 AD501	FD604 AD601 AD603
<b>K2</b>	A critical understanding of materials, technologies and processes appropriate to the fashion industry	FD404 FD405	FD507 FD506 FD505	FD604 AD603
<b>K3</b>	Demonstrate a critical awareness of key historical, social, cultural and political ideas pertaining to fashion both globally and locally	FD404 FD405 AD401	FD506 FD507 FD505 AD501	FD604 AD601 AD603
<b>C</b>	<b>Intellectual/Cognitive Skills</b>			
<b>C1</b>	Analyse information through reflection, review and evaluation to form reasoned judgements and arguments	FD404 FD405 AD401	FD506 FD507 FD505 AD501	FD604 AD601 AD603
<b>C2</b>	Design and develop concepts, skills and ideas for fashion for a range of audiences or consumers	FD404 FD405	FD506 FD507 FD505 AD501	FD604 AD601 AD603
<b>P</b>	<b>Practical Skills</b>			
<b>P1</b>	Demonstrate a growing ability to translate 2D design ideas into 3D outcomes	FD404 FD405 FD406	FD506 FD507	FD604
<b>P2</b>	Deploy and evaluate a diverse range of materials, manufacturing processes, methodologies and media used in fashion design	FD404 FD405 FD406	FD506 FD507 FD505	FD604 AD601
<b>T</b>	<b>Key/Transferable Skills</b>			
<b>T1</b>	Present and articulate ideas and strategies demonstrating creative thinking, problem solving and risk taking	FD404 FD405 FD406 AD401	FD506 FD507 FD505 AD501	FD604 AD601 AD603
<b>T2</b>	Demonstrate an ability to work effectively, setting goals, managing workloads, meeting deadlines both independently and collaboratively	FD404 FD405 FD406 AD401	FD506 FD507 FD505 AD501	FD604 AD601 AD603

The following Exit Awards are available on this programme:

- Certificate of Higher Education (CertHE)
- Diploma of Higher Education (DipHE)

- Bachelor of Arts (Ordinary degree)

## Exit Award Programme Learning Outcomes

### *Certificate of Higher Education*

On successful completion of a **Certificate of Higher Education (CertHE)**, a graduate will be able to:

- Evidence understanding of how research and analytical skills are applied in the design process
- Use analysis and reflection of research and workshops to make decisions in the development of design ideas in relation to the brief
- Demonstrate knowledge of a range of materials and their properties
- Demonstrate an ability to select, use and develop textiles, materials and processes
- Apply a variety of processes towards the creation of 2D to 3D outcomes appropriate to the concepts and intentions involved
- Demonstrate an ability to develop garments through the use of appropriate textiles, materials and processes
- Evidence knowledge of pattern cutting and garment production
- Demonstrate basic proficiency in CAD to produce a technical package
- Communicate effectively using visual and verbal presentation skills
- Evidence appropriate use of new and digital media and demonstrate understanding of how this is relevant to their personal fashion promotion
- Evidence an understanding of the historical context in which they are working, relevant to fashion and textiles
- Produce critical and analytical written work with use of appropriate evidence
- Work independently and collaboratively to present findings to a recognisable academic standard

A **Certificate of Higher Education (CertHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 120 credits at Level 4. The following modules will count towards achievement of this award:

- FD404: Materials and Processes
- FD405: Design, Techniques and Concepts
- FD406: Portfolio
- AD401: Contextual Studies 1

### *Diploma of Higher Education*

On successful completion of a **Diploma of Higher Education (DipHE)**, a graduate will be able to:

- Locate appropriate research and information including comprehensive research towards a specific fashion sector.
- Demonstrate an ability to explore and select appropriate materials, processes and technologies for fashion design
- Apply critical analysis and creative thought to concepts and design solutions
- Communicate and articulate the creative process through sketchbooks and other supporting work
- Use innovative design approaches for a specific market sector
- Test, select and realise ideas in order to explore the potential in ideas and concepts
- Present a fashion collection which is appropriate for the market sector

- Present fully developed products which demonstrates a comprehensive understanding of the technical aspects of fashion design for a specific market
- Develop and test ideas for promotion towards a target audience as an independent designer / within a team to deliver a group showcase
- Present him/ herself as an independent designer whilst demonstrating appropriate skills and knowledge for a specific Industry sector
- Develop concepts which are supported by critical and analytical work and the use of appropriate evidence
- Work independently to manage self-directed study to present findings to a recognisable academic standard

A **Diploma of Higher Education (DipHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 240 Credits comprising 120 credits at Level 4 **and** 120 Credits at Level 5. All modules at Level 4 and the following modules at Level 5 will count towards achievement of this award:

- FD506: Design and Market awareness
- FD507: Live Industry
- FD505: Exhibition and Promotion
- AD501: Contextual studies 2

### ***Ordinary degree***

On successful completion of a **Bachelor of Arts (Ordinary degree)**, a graduate will be able to:

- Demonstrate an ability to research into a self-generated concept, to realise either a menswear or womenswear collection
- Demonstrate an ability to identify, select and use appropriate design, materials, processes and technologies for fashion design.
- Demonstrate a greater design capability in realisation of either a menswear or womenswear collection.
- Evidence a comprehensive understanding and use of the technical aspects of pattern-making and manufacturing in the realisation of either a menswear or womenswear collection, with appropriate finishings and fabrication.
- Evidence professional and visual presentation skills that clearly communicate research, design and that demonstrates awareness of product.
- Review, refine, test and develop a research topic/question and research strategy in relation to studio practice
- Synthesise relevant theories, methodologies and sources related to the contexts of historical and contemporary practice and communicate effectively in writing
- Work independently to manage self-directed study to present findings to a recognisable academic standard
- Identify appropriate information sources which support their practice, and evidence the ability to comprehensively record and evaluate their personal and professional skills development.
- Demonstrate knowledge and critical understanding of the current opportunities and demands of employment or self-employment within a specialist area of the creative industries and critically reflect on, and communicate the rationale for their chosen career pathways.
- Demonstrate an awareness of legal, ethical and legislative frameworks within a professional design context.

An **Ordinary degree** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 300 Credits

comprising 120 credits at Level 4, 120 Credits at Level 5, **and** 60 Credits at Level 6. All modules at Levels 4 and 5 and the following modules at Level 6 will count towards achievement of this award:

- FD604: Final Collection

## **Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes**

### **How students will learn:**

The Art & Design sector benchmarks acknowledge that teaching, learning and assessment regimes adopted in the sector will embrace a wide range of approaches around a core of studio and workshop tuition, where currency will be maintained by strong links with allied professions and practitioners. The School's courses are practice based, supported by contextual studies, and are structured to prepare students to take increasing responsibility for the content and direction of their creative work, and to become increasingly independent in their studies as the course progresses. Such self-directed and self-initiated study programmes are the primary means by which a student's independent learning skills develop, and culminate with the public exhibition of a student's body of work.

The teaching, learning and assessment methodologies used within the School and detailed below, are consistent with those described in the Benchmarks. Practical studio based projects are the principal vehicle for teaching and learning; These are either tutor initiated or live industry projects comprising the presentation of a creative problem, resolved through information delivered by lecture or seminar, supported by personal research and informed by studio-based activities. Learning is further developed through group critique, and through personal development supported by individual tutorial. The course operates a regime of formative and summative assessment, which allows students to develop their work continuously with clear tutorial guidance.

The teaching strategies employed throughout the course are those judged to be the most appropriate for each module at each stage and Level of the course. They include the following:

- 1-1 and Group Tutorials
- Studio-based lectures (staff and student led)
- Masterclasses
- Group seminars (staff and student led)
- Technical or practical workshops
- Demonstrations
- Visits to and from industry professionals and practitioners
- Live projects and competitions
- E-Learning (BlackBoard) and Resource based learning
- Self-directed study

### **How will students be assessed**

Formative, summative and diagnostic assessment are regarded as positive learning tools and feedback from assessment offers students clear guidance with regard to future development. Assessment strategies support students' understanding of their learning processes and are designed to foster a deep approach to learning. Strategies also promote autonomous learning and self-evaluation as vital elements within the overall learning process. Self- and peer-evaluation constitute an important part of formative assessment and, on occasion, of the formal summative assessment process.

Assessment criteria accommodate the speculative enquiry common to most disciplines in art and design, and provide fair and accurate assessment of team work and individual contributions to the overall outcome of collaborative projects.

Feedback on assessed work is an important feature of students' learning. Art and design has a

strong tradition of providing students with comprehensive oral feedback through tutorials and critiques, but written feedback has increasingly supplemented this predominantly oral tradition, reflecting the art and design community's awareness of good practice in teaching, learning and assessment. Support systems at institutional and discipline levels identify student needs and provide relevant help and advice for both academic and pastoral matters. Research indicates that dyslexia is more prevalent amongst students of art and design than in other subjects, and the university has a Learning Development Unit and Student Services who are experienced in enabling support for individual needs.

## Work-Based / Placement Learning

Although work placements are not essential to completion of the course, they are recommended for the summer period following the completion of level 5 of the course. Additionally, students are very much encouraged to engage with work-based learning opportunities at Levels 5 and 6 of the course, which will contribute to their development on the Professional Studies and Professional Practice modules. Whilst individual initiative is encouraged, students will be given support on locating a suitable position and on making a professional application.

## SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

<b>Programme Title</b>	BA (Hons) Fashion Design								
<b>Course Code</b>	BV2FDN1 / BV2FDN4 (with Foundation Year)								
<b>Mode of Study</b>	Full Time								
<b>Credit Value</b>	<b>UK</b>	360			<b>ECTS</b>	180			
<b>Module Code</b>	<b>Module Title</b>	<b>QCF/FHEQ Level</b>	<b>Course Stage / Year</b>	<b>Status in Award (Core / Optional)</b>	<b>Credit Value</b>	<b>Assessment Regime</b>			<b>Semester Taught *</b>
						<b>Written Exam %</b>	<b>Coursework %</b>	<b>Practical %</b>	
<b>Foundation Year</b>									
FY026	PREPARING FOR SUCCESS KNOWLEDGE AND CREATIVITY	0	1	C	n/a		100		1/2
FY027	PREPARING FOR SUCCESS SELF-DEVELOPMENT AND RESPONSIBILITY	0	1	C	n/a		60	40	1/2
FY028	INQUIRY BASED LEARNING	0	1	C	n/a		100		1/2
FY036	INTRODUCTION TO FASHION, TEXTILES AND COSTUME DESIGN: MATERIALS, PROCESSES AND TECHNIQUES	0	1	C	n/a		100%		S1
<b>Level 4</b>									
FD404	MATERIALS AND PROCESSES	4	1	C	30		100		S1
FD405	DESIGN, TECHNIQUES AND CONCEPTS	4	1	C	30		100		SB



FD406	PORTFOLIO	4	1	C	30		100		S2
AD401	CONTEXTUAL STUDIES 1	4	1	C	30		50	50	SB
<b>Level 5</b>									
FD506	DESIGN AND MARKET AWARENESS	5	2	C	30		100		S1
FD507	LIVE INDUSTRY PROJECT	5	2	C	30		100		S2
FD505	EXHIBITION AND PROMOTION	5	2	C	30		100		SB
AD501	CONTEXTUAL STUDIES 2	5	2	C	30		100		SB
<b>Level 6</b>									
FD604	FINAL COLLECTION	6	3	C	60		100		SB
AD601	CONTEXTUAL REPORT	6	3	C	30		100		SB
AD603	PROFESSIONAL PRACTICE	6	3	C	30		80	20	SB

### Table 3: Breakdown of Contact Hours

*Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.*

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	375	825	0	<b>1200</b>
Year Two	355	845	0	<b>1200</b>
Year Three	302	898	0	<b>1200</b>
<b>Total</b>	<b>1,040</b>	<b>2,560</b>	<b>0</b>	<b>3,600</b>

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

## SECTION D: ASSESSMENT REGULATIONS

This programme conforms to the approved University regulations and procedures as detailed on the University website.

The following modules will be non-compensable:

- FD604
- AD603

## Classification

<b>Calculation of final award:</b>	<b>BA (Hons) Fashion Design BA (Hons) Fashion Design with Foundation Year</b>	<b>Level 5 - 33% / Level 6 – 67%</b>
	<b>BA (Hons) Fashion Design (Top-Up)</b>	The calculation of this award will be calculated based on level 6 work only,

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Students being considered for an Ordinary degree must pass FD604.

## Referral Opportunities

Standard University referral opportunities apply.

## Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Certificate of Higher Education	<b>Certificate of Higher Education (CertHE) in Fashion Design</b>	120 Credits
Diploma of Higher Education	<b>Diploma of Higher Education (DipHE) in Fashion Design</b>	240 Credits
Ordinary Degree	<b>BA (Ordinary degree) in Fashion Design</b>	300 Credits

No exit award is available for students who withdraw at the end of the Foundation Year.

## SECTION E: FURTHER INFORMATION

### Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Art & Design Subject Benchmark Statement (2017)
- QAA Framework for Higher Education Qualifications (2014)
- Equality & Diversity Teaching & Learning Toolkit
- QAA Education for Sustainable Development
- University Academic Qualifications Framework
- Recommendation and feedback from external subject academic and industry professional

### Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks.

Art and Design Ethic Sub-committee

### Annual Review and Monitoring

This programme will be monitored annually through the University's Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year: 2023

## SKILLS MATRIX

Module Code	Information Acquisition	Critical thinking, analysis and synthesis <input checked="" type="checkbox"/>	Self-reflection <input type="checkbox"/>	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT) <input checked="" type="checkbox"/>	Numeracy & Quantitative Skills <input type="checkbox"/>	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
FD404	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FD405	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
FD406	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
AD401	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FD506	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FD507	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FD505	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AD501	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
FD604	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
AD601	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## SUBJECT BENCHMARK MAPPING

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
<b>Subject knowledge, understanding and abilities</b>					
generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs	K1, K3, C2	FD404 FD405 FD406 AD401	FD506 FD507 FD505 AD501	FD604 AD601 AD603	
show judgement and self-critique in the development of ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts	C1, C2, T1	FD404 FD405 FD406 AD401	FD506 FD507 FD505 AD501	FD604 AD601 AD603	
manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination	K1, K2, C1	FD404 FD405 FD406 AD401	FD506 FD507 FD505 AD501	FD604 AD601 AD603	
<b>Subject-specific skills</b>					
select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail	K2, P1, P2, T2	FD404 FD405 FD406	FD505 FD506 FD507	FD604	
develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments	C2, P1, P2	FD404 FD405 FD406	FD505 FD506 FD507	FD604	
<b>Generic and graduate skills</b>					
study independently, set goals, manage workloads and meet deadlines	T2	FD404 FD405 FD406 AD401	FD506 FD507 FD505 AD501	FD604 AD601 AD603	
question, review and evaluate	C1, T1	FD404 FD405 FD406 AD401	FD506 FD507 FD505 AD501	FD604 AD601 AD603	
articulate ideas and information comprehensibly in visual, oral and written forms	T1	FD404 FD405 FD406 AD401	FD506 FD507 FD505 AD501	FD604 AD601 AD603	

## EMPLOYABILITY MAPPING

Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy		
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
FD404	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FD405	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FD406	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD401	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FD506	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FD507	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FD505	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD501	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FD604	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD601	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>