# University of Huddersfield Programme Specification

| 1. | Awarding institution | University of Huddersfield |
| --- | --- | --- |
| 2. | Teaching institution  | University of Huddersfield |
| 3. | School and Department | School of Arts & HumanitiesDepartment of Music and Design Arts |
| 4. | Course accredited by | Textile Institute |
| 5. | Mode of Delivery | Full time or Sandwich |
| 6. | Final Award | Bachelor of Arts with Honours BA (Hons) |
| 7. | Course Title | BA (Hons) Costume with Textiles |
| 8. | UCAS Code | W4W2/E4E2 |
| 9. | Subject benchmark statement | Art & Design – December 2019 |
| 10. | Date of Programme Specification Approval | September 2023 |

## 11. Educational Aims of the Courses

The course aims include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s.

All taught degree courses enable graduates to develop the following attributes core to the University of Huddersfield.

### University of Huddersfield Graduate Attributes

1. Self-motivated
2. Commercially aware
3. Enterprising
4. Resilient
5. An effective collaborator
6. A confident leader
7. Globally and socially aware
8. Plans growth and development

In addition, the named awards will provide:

1. a course which enables all students to develop their creative potential and design ingenuity by addressing sequentially more rigorous and intellectually demanding issues which are relevant to costume design with textiles
2. a professional and qualitative understanding and sensitivity towards the design and production of costume with textiles and towards the economic and business factors which influence their design and production
3. a range of modules which are flexible enough to allow students to develop their own skills and expertise within them and can be integrated to stimulate and foster aesthetic, manufacturing and contextual understanding and expertise
4. a course which responds flexibly to the requirements of the costume industry by evaluating, reviewing, and updating course content and its relationship with the marketplace
5. an integrated course of modules that develops in students a holistic approach to the design of costumes with textiles
6. inter-personal skills – leading and working as part of a team, organisational skills including self-management and communication skills
7. an emphasis on the overall aesthetic vision of the costume designer as the visualiser, interpreter, and co-ordinator of a performing arts production

## 12. Course Learning Outcomes

On completion of the course, students will be able to:

### Knowledge and Understanding

### Develop a critical vocabulary and knowledge of key concepts, critical theories and current debates that can be used to interpret and understand contemporary costume practices (F, I, H)

### Apply this understanding to the development and critical awareness of your own practice, situating this within a contextual framework (F, I, H)

### Explore and utilise a variety of research methodologies appropriate to the critical study of your own and other’s work (F, I, H)

### Demonstrate knowledge of the key concepts and theories related to contemporary costume in context (F, I, H)

### Synthesise information gathered in the case studies to establish a critical framework which will determine a direction for your practice (F, I, H)

### Analyse and describe in-depth your own practice through a process of reflective evaluation (H)

### Critically review the successes and failures of the Major Project to contextualise your work within contemporary practice (F, H)

### Demonstrate an understanding of a variety of research methodologies, critical theories and current debates that can be used to interpret and understand historical, contemporary and your own design practices (I, H)

### Demonstrate the ability to recognise and evaluate sensory stimuli and translate this into development suitable for costume design (F, I, H)

### Demonstrate creativity and innovation in the experimental combination of a variety of media in order to represent characterisation (F, I, H)

### Demonstrate an understanding and competence in the use of size chart data and the principles of drafting basic blocks (F, I, H)

### Translate a variety of historical and contemporary styles through the manipulation of basic blocks into costume related patterns demonstrating pattern making and marking accuracy (F, I, H)

### Produce a variety of costume related sampling and toile making showing good technique, finishing skills and confidence when using machinery (F, I, H)

### Demonstrate a clear understanding of basic principles of textile techniques is demonstrated (F, I, H)

### Demonstrate an understanding of the nature of textile materials is demonstrated (F, I, H)

### An understanding of the interdependence of materials, techniques and colour within the context of costume is demonstrated (F, I, H)

### Produce high level creativity in formulating solutions which produce innovative costumes to a professional level of finish (F, I, H)

### Produce a portfolio of visual research and development work, which directly supports and underpins the costume work (F, I, H)

### Assess the concept of an emergent business and develop a simple but realistic business plan (F, H)

### Use your evaluative and analytical skills to develop an appropriate design concept for all of the elements of the promotional package, which also demonstrates an awareness of the potential marketing possibilities of this concept (I, H)

### Identify and solve pattern cutting problems through the translation of a design concept into an accurate pattern, showing ability to interpret line, style, accurate measurements and proportion with creative consideration and technical ability (F, I, H)

### Construct toiles/samples and costume from historical and contemporary styles and personal design work showing considered cutting techniques, moulage methods of modelling and the appropriateness of stitch type for specific fabric use, their limitations and purpose (F, I, H)

### Creatively use and combine textiles within costume production, design development and make clear connections between visual research and costume design (F, I, H)

### Research, document, annotate and investigate specific criteria for productions in the performing arts through field visits (F, I, H)

### Demonstrate accuracy and dexterity in the construction of a costume showing technical problem solving ability (F, I, H)

### Source, collate and produce visual information which expresses concepts and illustrates the development of ideas (F, I, H)

### Use an appropriate combination of textile techniques relating to developmental research, which resolves the aesthetic and technical problems of the design (F, I, H)

### Professional/practical skills

1. Demonstrate suitable and successful research, development and working methods (F, I , H)
2. Present innovative practical work to a high professional standard; showing the process of resolving aesthetic and technical problems encountered in production. (F, I, H)
3. Examine and evaluate your practical work in a technical file (F, I, H)
4. Establish objectives, priorities and a strategy which will lead to the successful production of costume with textile work for public exhibition (I, H)
5. Demonstrate the implementation of commitment and high levels of professionalism and presentation skills, in the practical and written evidence required for this module (I, H)
6. Distinguish between various costume production process stages and the significance between fabric and thread properties, costume design and manufacture, costings and grading for individual sizes (F, H)
7. Produce and collate a comprehensive technical file to support the textile sampling (F, I , H)

### Transferable/Key Skills

The ability to:

1. Perceive own strengths and weaknesses (F, I, H)
2. Record, analyse and evaluate information (F, I, H)
3. Make meaningful connections between different areas of knowledge (F, I, H)
4. Research, evaluate and synthesise information from a wide variety of sources (F, I, H)
5. Communicate ideas and information in appropriate media within a specified timescale (F, I, H)
6. Organise practical work and manage time effectively (F, I, H)
7. Formulate solutions to problems (F, I, H)
8. Demonstrate accuracy and dexterity in practical working (F, I, H)
9. Select, arrange and prepare information for various methods of presentation (F, I, H)
10. Demonstrate good time management skills (F, I, H)
11. Demonstrate a capacity for independence, initiative and self-directed enquiry (F, I, H)
12. Formulate original ideas, insights, opinions and conclusions based on suitably wide and deep research (F, I, H)
13. Relate your thinking to current debates and communicate ideas and information objectively in a variety of settings (F, I, H)
14. Present your work effectively in appropriate media to a suitably high level within a specified timescale (F, I, H)
15. Observe good workshop and studio practice with respect for materials, equipment and a safe working environment (F, I, H)

## 13. Course Structures and Requirements, Levels, Modules, Credits and Awards

**13.1**

**September entry: full-time**

| **Level** | **Term** | **Modules** | **Status** | **Credit** | **Award** |
| --- | --- | --- | --- | --- | --- |
| F (FHEQ 4) | Term 2 | TFD1117 Costume Design 1 | Core | 20 |  |
| F (FHEQ 4) | Yearlong | TFD1119 Introduction to Costume Construction  | Core | 40 |
| F (FHEQ 4) | Yearlong | TFD1110 Materials Processes and Practices | Core | 20 |
| F (FHEQ 4) | Yearlong | TFD1112 Textile Practices | Core | 20 |
| F (FHEQ 4) | Term 1 | TFD1111 Sustainable Principles | Optional | 20 |
| In addition, students may choose up to 20 credits from the following options |
| F (FHEQ 4)    | Term 1 or Term 2    | AFP1344 Developing Confidence in Spoken and Written English    | Optional    | 20    |  |
| F (FHEQ 4)    | Term 1 or Term 2     | AFP1345 English for Academic and Professional Purposes     | Optional    | 20    |  |
| F (FHEQ 4)    | Term 1 or Term 2       | AFP1346 Advanced Professional and Academic English    | Optional    | 20    |  |
|  |  |  |  |  | Certificate of Higher Education Costume with Textiles (120 credits) |
| I (FHEQ 5) | Yearlong | TID1145 Costume Design & Illustration | Core | 30 | Diploma of Higher Education Costume with Textiles (240 credits) |
| I (FHEQ 5) | Yearlong | TID1146 Textiles for Costume | Core | 30 |
| I (FHEQ 5) | Yearlong | TID1142 Costume Construction | Core | 40 |
| I (FHEQ 5) | Yearlong | AIC2810 Global Popular Cinema | Core | 20 |
|  | Yearlong | TST1525 School of Arts & Humanities Placement Year | Optional | 120 ‘S’ |  |
|  | Yearlong | TST1530 Enterprise Placement Year | Optional | 120 ‘S’ |
| H (FHEQ 6) | Term 1 | THD1363 Costume: Research & Development | Core | 20 | BA Costume with Textiles (300 credits)BA (Hons) Costume with Textiles (360 credits)BA (Hons) Costume with Textiles (sandwich – 360 credits plus 120 S level credits) |
| H (FHEQ 6) | Term 1 | THD1364 Costume: Technical | Core | 40 |
| H (FHEQ 6) | Yearlong | THD1365 Costume: Major Project | Core | 60 |

During each year of the course students who need to develop confidence in spoken and written English or improve their English for academic and professional purposes will have the option to replace an optional 20 credit module from the Textiles course with a 20-credit module that will serve this purpose.

### 13.2 Interim Awards

* Certificate of Higher Education Costume with Textiles (120 credits)
* Diploma of Higher Education Costume with Textiles (240 credits)
* BA Costume with Textiles (300 credits)
* BA (Hons) Costume with Textiles (360 credits)
* BA (Hons) Costume with Textiles (sandwich – 360 credits plus 120 S level credits)

## 14. Teaching, Learning and Assessment

**14.1** The course combines costume with textiles and provides a unique educational experience, being the first degree course in the UK to include costume design and construction with textiles. A study of textiles will therefore run parallel to the core costume-based curriculum. This will give students a more holistic and in-depth knowledge of design for costume, which will enhance their employment prospects as it will increase their versatility. The course also enables the students to develop innovative responses to design-based challenges, which is central to the philosophy of the school which manages the course.

The course is underpinned by:

* + Historical and contemporary awareness - understanding the performing arts in relation to historical and contemporary practice
	+ Business – appropriate business issues related to working in large- or small-scale productions and/or freelance work
	+ Global issues – related to international practice within the performing arts

The course also provides those interpersonal skills which are essential foremployability. These include teamwork, study and management skills, research skills and proficiency in the use of IT. The course therefore builds on the existing reputation of the Department if Fashion & Textiles, at the University of Huddersfield, a provider of courses which produce graduates who are deemed highly employable.

The student learning experience will include:

* + creative thinking
	+ design awareness
	+ cultural and contextual knowledge and understanding
	+ communication, presentation, and interpersonal skills
	+ knowledge of costume, construction, and production
	+ knowledge of textiles and costume design techniques
	+ knowledge of IT
	+ knowledge of applied business issues

The course to this award normally has a duration of 3 years full time study. There is an opportunity for students to take the option of a placement between the second and final year. This placement will be for a period of 48 weeks, with a minimum of 36 weeks, and will attract 120 ‘S’ credits.

This course provides the opportunity to focus on the integration of design of costume and textiles to provide the knowledge and skills needed to take advantage of opportunities now available for graduates in the areas of costume and performing arts management. Personal Development Planning (PDP) and career planning is embedded in taught modules, as well as being supported by tutorials with the personal tutors.

Throughout the course, emphasis is placed on the holistic nature of the design and market awareness encompassed in the theatre and similar other performance areas.

A broad programme of lectures and optional visits have been devised, including visiting speakers from a variety of areas, centred on practitioners from areas such as design and costume and theatre organisations. This will promote a contemporary and relevant approach and will afford an opportunity to consider future developments within the costume environment.

The course utilises the HEA ‘Equality and diversity competence’ model in its approach to inclusivity. This model considers the importance of two key areas: belonging and engagement and enabling potential. In terms of course design and delivery, this includes:

* Learning environments (including VLE) and experiences in which all students feel like they belong, in which they are not made to feel isolated and excluded, in which they all have the opportunity to be engaged, and which, to some extent, are shaped in dialogue with the students.
* Learning environments (VLE) and experiences in which all students are given the opportunity to reach their potential and in which no student is automatically disadvantaged by teaching practices and curricula.

Module content, module delivery, module reading, and module assessments lists are continually reviewed and updated in relation to issues of equality and diversity. A critical awareness of equality and diversity issues within the global performance industries is also developed across the course. Whilst module content is checked for accessibility, it is recognised that, on occasion, there may still be some instances where disabled students are placed at a disadvantage. In these instances, the course team works in consultations with Disability Services to make reasonable adjustments to the course design and delivery. To determine feasibility, the course leader assesses the potential impact of the adjustment on the students and staff, as well as considering the practical implications.

A range of assessment methods is adopted to test the learning outcomes within each module. Usually, assessment is by presentation of a portfolio of design work, written assignment or seminar presentation, either individually or in groups. The criteria for assessment are stated in the modules: students will obtain feedback related to these criteria. The course is structured so that, as the student progresses through the course, assessment becomes more focused on the student’s ability to selectively obtain, analyse and present information.

* + Formative assessment is included in each module, normally halfway through the delivery of the module.
	+ The course leader will produce assessment timetables to ensure that cut-off dates are distributed evenly throughout a year.
	+ To ensure uniformity of marking, second marking/moderation of assignments is routinely undertaken on samples from the top, middle and bottom of the spectrum of grades. In addition, all assignments from intermediate and advanced level modules will be available for moderation by the external examiner.

## 15. Support for Students and their Learning

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2** **University Level**

The University provides a range of centralised support services to students. This includes:

**15.2.1 Wellbeing Services**

There are a range of support options available through the wellbeing Service. The [**wellbeing webpages**](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:

* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

The wellbeing Service also enables students to access a free, confidential platform called Togetherall. [**Togetherall**](https://togetherall.com/en-gb/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups, and courses to address emotional and mental health difficulties and support forums.

The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [**share and support page**](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support.

The service also supports students with GP registration, so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you are not registered with a GP, then you can consider registering with the health centre. You can find information about the practice on the [**Health Centre web page**](https://www.universityhealthhuddersfield.co.uk/).

**15.2.2 Disability Services**

Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [their website](https://students.hud.ac.uk/help/disability/).

**15.2.3 Careers and Employability Service**

The Careers and Employability service provide support to students with:

* Jobs, work experience and volunteering
* CVs, applications, and interviews
* Advice on further study
* Using assessment centres and psychometric tests
* Continued advice as a graduate

More information on their services can be found on [**their website**](https://students.hud.ac.uk/opportunities/careers/)**.**

**15.2.4 The Student Finance Office**

The Student Finance Office services include:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [student finance website](https://students.hud.ac.uk/help/finance/)

**15.2.5 Computing Services**

Computing Services provide induction and ongoing support for all students. More information on the range of computing services can be found on [**their website**](https://students.hud.ac.uk/studies/it/)**.**

**15.2.6 Library** **Services**

Library Services provide induction and ongoing support for all students. More information on the range of library services can be found on [**their website**](https://library.hud.ac.uk/)**.**

**15.3 School Level**

* + 1. The School of Arts & Humanities provides additional student support using a variety of approaches:
* Studio Culture and Workshop facilities.
* Specialist PC & CAD facilities
* Virtual learning environment, University VLE
* Learning Resources Bureau (LRB).
* Academic Skills Tutor
* A PDP system

**15.4 Course Level**

At course level support is provided by:

* Induction packs sent to students prior to arrival at University followed by an induction programme for orientation and introducing study skills at the beginning of term.
* Student handbook and on-line module guides.
* Fieldtrips (optional)
* Personal Academic Tutor System.

## 16. Criteria for Admission

**16.1** The University of Huddersfield seeks and encourages applicants to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance to select the right course of study and make a successful transition to studying at university. We encourage local, national, and international applications. Further information for [**International Students can be found on their website**](http://www.hud.ac.uk/international)**.**

 If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [**Pre-Sessional English Programmes.**](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated in [Section-3 - University of Huddersfield](https://www.hud.ac.uk/policies/registry/awards-taught/section-3/)

**16.3** The University’s general minimum entry requirements are specified in Section 1.5 of the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/)**.**

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 471001 via I-point

Email: disability@hud.ac.uk

Further information is available on the [Disability support - University of Huddersfield](https://students.hud.ac.uk/help/disability/)

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the admissions tutor and by visiting our [List of courses for 2023-24 (hud.ac.uk)](https://courses.hud.ac.uk/2023-24/sort%3Atitle)

However, the specific entry requirements and admission criteria for the courses are detailed below:

1. (a) Passes in five subjects at GCE/ A levels/GCSE which must include a minimum of 12 units of 112pts with at least 2 A levels

AND/OR (b) Satisfactory completion of a diploma in foundation studies in (Art and Design).

AND/OR (c) A Scottish Certification of Education with passes in 5 subjects including passes in four subjects at the higher level

AND/OR (d) National Diploma awarded by Ed Excel Foundation (formerly BTEC) in relevant subject area – Distinction, Distinction, Merit

AND/OR (e) The Irish Leaving Certificate with grades BBCC in 4 subjects at higher level

AND/OR (f) An European Baccalaureate

AND/OR (g) An International Baccalaureate

AND/OR (h) Qualifications deemed equivalent to the above

AND/OR (i) A national certificate awarded by Ed Excel Foundation (formerly BTEC) in relevant subject area Distinction or above and 1 A-level at grade B or above.

**16.6 Mature and Overseas Students (considered on an individual basis)**

Mature students with no, or few, formal qualifications will be considered for admission but will be expected to show their aptitude and suitability for the course.

## 17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

**17.1 University:** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).

**17.2 School:** The School and subject area evaluates and improves the quality and standards of teaching and learning in several ways. This includes, but is not necessarily limited to, regular peer observation of teaching, module evaluation surveys, the Huddersfield Student Survey for students in years 1 and 2, and the National Student Survey for students in their final year.

**18. Regulation of Assessment**

**18.1** University awards are regulated by the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught) on the University website.

Quick links to the [Regulations for Taught Students, procedures and forms](https://www.hud.ac.uk/registry/current-students/taughtstudents/) can be accessed on the University website.

**19. Indicators of Quality and Standards**

* **Course validated by the University of Huddersfield in July 2002.**

 Professional Body reviews: no

* **Subject Review for Fashion and Textiles Subject Area, December 2018**

 **Conclusions on quality and standards**

The panel was fully confident that the courses met the quality and standards requirements set by the University.

* 1. **Further indicators included as appendices**
* Appendix 1: Mapping of graduate attributes to the course
* Appendix 2: Mapping of module learning outcomes to course learning outcomes for all modules (including optional modules) and all awards (including exit awards)
* Appendix 3: [Subject benchmark/s](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) to course learning outcomes mapping (please use the [QAA Qualifications Descriptor](https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks) where there is no available subject benchmark)
* Appendix 4: PDP mapping
* Appendix 5: An assessment schedule, for all modules including optional modules, and identify the final assessment submission point for the course overall (for each entry point).
* Appendix 5: A CAB structure

**PSD Appendix 1**

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

| **Module code** | **HGA 1****Self-motivated** | **HGA 2****Commercially aware** | **HGA 3****Enterprising** | **HGA 4****Resilient** | **HGA 5****Effective collaborator** | **HGA 6****Confident leader** | **HGA 7****Globally & socially aware** | **HGA 8****Plans personal development**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TFD1119 | **✓** | **✓** |  | **✓** | **✓** |  | **✓** | **✓** |
| TFD1117 | **✓** | **✓** |  | **✓** |  |  | **✓** | **✓** |
| TFD1110 | **✓** |  |  | **✓** | **✓** |  |  | **✓** |
| TFD1111 | **✓** |  |  | **✓** | **✓** |  | **✓** |  |
| TFD1112 | **✓** |  |  | **✓** | **✓** |  |  | **✓** |
| TID1145  | **✓** | **✓** |  | **✓** | **✓** | **✓** | **✓** | **✓** |
| TID1146  | **✓** | **✓** |  | **✓** | **✓** |  | **✓** | **✓** |
| TID1142  | **✓** |  |  | **✓** | **✓** | **✓** |  | **✓** |
| AIC2810 | **✓** | **✓** |  | **✓** | **✓** |  | **✓** |  |
| TST1525  | **✓** | **✓** | **✓** | **✓** |  | **✓** |  |  |
| TST1530  | **✓** | **✓** | **✓** | **✓** | **✓** |  |  |  |
| THD1363  | **✓** | **✓** |  | **✓** | **✓** | **✓** | **✓** | **✓** |
| THD1364  | **✓** | **✓** |  | **✓** |  | **✓** | **✓** | **✓** |
| THD1365  | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |

**PSD Appendix 2**

**Modules mapped to course learning outcomes (CLOs)**

**Modules mapped to CLOs by award**

| **CLO** | **TFD1119** | **TFD1117** | **TFD1110** | **TFD1111** | **TFD1112** | **TID1145** | **TID1146** | **TID1142** | **AIC2810** | **THD1363** | **THD1364** | **THD1365** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLO1** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO2** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** |
| **CLO3** | **✓** | **✓** |  | **✓** |  | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO4** | **✓** | **✓** |  | **✓** |  | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO5** |  |  |  | **✓** |  | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO6** |  |  |  | **✓** |  | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** |
| **CLO7** | **✓** | **✓** | **✓** | **✓** | **✓** |  |  |  |  | **✓** | **✓** | **✓** |
| **CLO8** |  |  |  |  |  | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO9** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** |
| **CLO10** | **✓** | **✓** |  | **✓** | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** |
| **CLO11** |  |  | **✓** |  |  |  |  | **✓** |  |  | **✓** | **✓** |
| **CLO12** |  |  | **✓** |  |  |  |  | **✓** |  |  | **✓** | **✓** |
| **CLO13** |  |  | **✓** |  |  |  |  | **✓** |  |  | **✓** | **✓** |
| **CLO14** | **✓** | **✓** |  |  |  |  | **✓** |  |  |  | **✓** | **✓** |
| **CLO15** |  | **✓** |  |  |  | **✓** | **✓** | **✓** |  |  | **✓** | **✓** |
| **CLO16** | **✓** | **✓** |  |  |  | **✓** | **✓** | **✓** |  |  | **✓** | **✓** |
| **CLO17** | **✓** | **✓** |  |  |  |  |  | **✓** |  |  | **✓** | **✓** |
| **CLO18** |  |  | **✓** |  | **✓** | **✓** | **✓** |  |  | **✓** | **✓** |  |
| **CLO19** |  | **✓** |  |  |  |  |  |  |  | **✓** | **✓** |  |
| **CLO20** |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** |
| **CLO21** |  | **✓** | **✓** |  | **✓** |  |  | **✓** |  |  | **✓** | **✓** |
| **CLO22** | **✓** |  | **✓** |  | **✓** |  |  | **✓** |  |  | **✓** | **✓** |
| **CLO23** | **✓** |  | **✓** |  | **✓** |  |  | **✓** |  | **✓** | **✓** |  |
| **CLO24** |  | **✓** |  |  |  |  |  | **✓** |  | **✓** | **✓** |  |
| **CLO25** | **✓** |  | **✓** |  | **✓** | **✓** | **✓** | **✓** |  |  | **✓** | **✓** |
| **CLO26** | **✓** | **✓** | **✓** |  | **✓** | **✓** |  |  |  | **✓** | **✓** |  |
| **CLO27** | **✓** | **✓** | **✓** |  | **✓** | **✓** |  | **✓** |  |  | **✓** | **✓** |
| **CLO28** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO29** |  | **✓** | **✓** |  | **✓** | **✓** | **✓** | **✓** |  |  | **✓** | **✓** |
| **CLO30** | **✓** |  | **✓** |  | **✓** |  | **✓** | **✓** |  |  | **✓** |  |
| **CLO31** |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** |
| **CLO32** |  |  |  |  |  |  | **✓** |  | **✓** | **✓** | **✓** |  |
| **CLO33** |  | **✓** | **✓** | **✓** | **✓** |  |  |  |  |  | **✓** | **✓** |
| **CLO34** |  | **✓** | **✓** |  | **✓** |  | **✓** | **✓** |  |  | **✓** |  |
| **CLO35** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO36** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO37** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO38** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO39** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO40** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** |
| **CLO41** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO42** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** |
| **CLO43** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO44** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO45** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO46** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO47** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO48** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **CLO49** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** |
|  | On meeting all of the above: BA/BSc (Hons) Costume with Textiles |

**PSD Appendix 3**

**Subject Benchmark Mapping**

Demonstration of how course learning outcomes map onto the relevant [QAA subject benchmark](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) statement (Section 6 Benchmark Standards):

**Course learning outcomes (CLOs) mapped to subject benchmark**

| **Subject Benchmark Statements for Art & Design** | **CLO1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **CLO6** | **CLO7** | **CLO8** | **CLO9** | **CLO10** | **CLO11** | **CLO12** | **CLO13** | **CLO14** | **CLO15** | **CLO16** | **CLO17** | **CLO18** | **CLO19** | **CLO20** | **CLO21** | **CLO22** | **CLO23** | **CLO24** | **CLO25** | **CLO26** | **CLO27** | **CLO28** | **CLO29** | **CLO30** | **CLO31** | **CLO32** | **CLO33** | **CLO34** | **CLO35** | **CLO36** | **CLO37** | **CLO38** | **CLO39** | **CLO40** | **CLO41** | **CLO42** | **CLO43** | **CLO44** | **CLO45** | **CLO46** | **CLO47** | **CLO48** | **CLO49** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **6.4i** |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.4ii** |  |  |  |  |  |  |  |  |  | **✓** |  | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** |  |  |  | **✓** |  |  | **✓** |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |
| **6.4iii** |  |  |  |  |  |  |  |  |  | **✓** | **✓** | **✓** | **✓** |  |  | **✓** | **✓** |  |  |  | **✓** | **✓** | **✓** |  |  | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.4iv** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** | **✓** |  | **✓** |  |  |  | **✓** | **✓** |  |  |  | **✓** |  |  |  |  |  | **✓** |  |  |  | **✓** |  |  |  |  | **✓** |  |  |  |  | **✓** |  |  |
| **6.5i** | **✓** |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** | **✓** |  |  |  |  |  |  |  | **✓** | **✓** |  |  |
| **6.5ii** |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |
| 6.5iii |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |
| 6.5iv | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** |  |  |  |
| 6.5v |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |
| 6.6 | Self-management |
| i |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  | **✓** |  |  | **✓** |  |  |  |  |  |  |  | **✓** | **✓** |  |  |  | **✓** | **✓** |  |  | **✓** |  |
| ii |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |
| 6.6 | Critical engagement |
| I |  |  |  |  | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** |  | **✓** |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |
| ii |  |  |  |  | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** | **✓** |  |  | **✓** | **✓** |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.6** | Group/team working and social skills |
| i |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** |
| 6.6 | Skills in communication and presentation |
| I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** | **✓** |  | **✓** |  | **✓** |  | **✓** |  |  | **✓** |  |  |  | **✓** |  |  |  |  |  |  |
| Ii |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  | **✓** |  | **✓** |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  | **✓** |  |
| 6.6 | Research and information skills |
| I |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** | **✓** | **✓** |  |  |  |  |  |  |  |  | **✓** |  |  |
| Ii |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  | **✓** |  | **✓** |  | **✓** |  |  |  |  | **✓** |  |  |  | **✓** |  |  |  | **✓** | **✓** |  |
| iii |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.8i |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.8ii |  |  |  |  |  |  |  |  |  | **✓** |  | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** |  |  |  | **✓** |  |  | **✓** |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |
| 6.8iii |  |  |  |  |  |  |  |  |  | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** |  |  |  |  |  | **✓** | **✓** |  | **✓** |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.8iv |  |  |  |  |  | **✓** | **✓** |  |  |  |  |  |  | **✓** |  |  | **✓** | **✓** |  |  | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |
| 6.8v |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  | **✓** |  |  | **✓** | **✓** |  |  |  |  | **✓** |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |
| 6.8vi |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.9i | **✓** |  |  | **✓** |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  | **✓** | **✓** |  |  |  |  |  |  |  | **✓** | **✓** |  |  |
| 6.9ii |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** |  |  |  |
| 6.9iii |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** | **✓** |  |  |
| 6.9iv |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |
| 6.10 | Self-management |
| I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  | **✓** |  |  | **✓** |  |  |  |  |  |  |  | **✓** | **✓** |  |  |  | **✓** | **✓** |  |  | **✓** |  |
| ii |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** |  |  |  | **✓** |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |
| 6.10 | Critical engagement |
| I |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** | **✓** | **✓** |  |  |  | **✓** | **✓** |  |  |  |  |  |  |  |  |  | **✓** |  | **✓** |  |  |
| Ii |  |  |  |  | **✓** | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** | **✓** | **✓** |  |  |  | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Iii |  |  |  |  | **✓** | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** | **✓** | **✓** |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |
| Iv |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** | **✓** |  |  |  | **✓** | **✓** |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |
| V |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  | **✓** |  | **✓** |  |  |  | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.10 | Group/team working and social skills |
| I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** |
| Ii |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  | **✓** |  | **✓** |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| iii |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  | **✓** |  | **✓** | **✓** |  |  |  |  |  |  | **✓** |  |  |  | **✓** |  |  |  |  | **✓** |  |
| 6.10 | Research and information skills |
| I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  | **✓** | **✓** | **✓** |  |  |  |  |  |  |  | **✓** | **✓** |  |  |
| Ii |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** | **✓** |  |  | **✓** |  | **✓** | **✓** | **✓** |  |  |  |  | **✓** |  |  | **✓** |  |  |  |
| Iii |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  | **✓** |  |  |  |  |  |  | **✓** |  |  |  |  | **✓** |  |
| iv |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  | **✓** |  |  |  | **✓** |  | **✓** |  |  |  |  |
| 6.10 | Personal qualities |
| I |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  | **✓** | **✓** |  |  |  |
| ii |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  | **✓** |  |  |  |  |  |  |  | **✓** |  |  |  | **✓** |

**PSD Appendix 4**

**PDP Mapping**

Demonstration of how personal development planning (PDP) maps onto modules and is progressed through the course, evidencing the strategy on PDP summarised in section 14 and available in the [University’s PDP Guidance document](https://www.hud.ac.uk/media/universityofhuddersfield/content/documents/registry/regulationsandpolicies/policiesandguidance/pdp_policy.pdf):

**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | PDP tutorial | Regular PDP tutorials provide the opportunity to reflect on progress through the course | Critical evaluation & discussion. Documented on PDP module |
| **EVIDENCE** | SWOT analysis of skills | Regular PDP tutorials provide the opportunity to reflect on progress through the course | Discussed with year tutor and documented on PDP module |
| **Career Planning** | Year group talk from school careers advisor | Opportunity to attend talk with careers advisor, with further 1:1 meetings available | CV building/Personal statement development |
| **EVIDENCE** | Goal planning | Careers advisor provides resources for students to review skills and plan goals | Discussed with year tutor and documented on PDP module |
| **Developing independence / confidence** | Across all modules: 1:1 tutorials | Regular 1:1 tutorials across modules give students the opportunity to develop professional working relationship with tutors | Positive re-enforcement and formative feedback |

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | PDP tutorial | Regular PDP tutorials provide the opportunity to reflect on progress through the course | Critical evaluation & discussion. Documented on PDP module |
| **EVIDENCE** | Updated SWOT analysis of skills | Regular PDP tutorials provide the opportunity to reflect on progress through the course, and development of professional practice | Discussed with year tutor and documented on PDP module |
| **Career Planning** | Year group talk from school careers advisor & placement advisor | Opportunity to attend talk with careers advisor, with further 1:1 meetings available | CV building/ Personal statement/ Online portfolio development |
| **EVIDENCE** | Placement goal planning | Students to goal plan for placement year | Discussed with year tutor and documented on PDP module |
| **Developing independence / confidence** | Across all modules: 1:1 tutorials | Regular 1:1 tutorials across modules give students the opportunity to develop professional working relationship with tutors | Positive re-enforcement and formative feedback |

**Placement Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | Placement tutor visit | Students receive two visits per year from a placement tutor | Critical evaluation & discussion. Documented in placement tutor visit report |
| **EVIDENCE** | Placement reflective journal | Students are encouraged to keep a reflective journal of their placement experience | Discussed with placement tutor & contributes to final placement report |
| **Career Planning** | Placement tutor visit | Students receive two visits per year from a placement tutor | Critical evaluation & discussion. Documented in placement tutor visit report |
| **EVIDENCE** | Placement report | Students reflect on their career development in their assessed placement report | Critical reflection as documented in the placement report |
| **Developing independence / confidence** | Real world training and development | Students develop these attributes ‘in practice’, with the support of their workplace teams | Critical reflection as documented in the placement report |

**Final Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | PDP tutorial | Regular PDP tutorials provide the opportunity to reflect on progress through the course | Critical evaluation & discussion. Documented on PDP module |
| **EVIDENCE** | Updated SWOT analysis of skills | Regular PDP tutorials provide the opportunity to reflect on progress through the course, and development of professional practice | Discussed with year tutor and documented on PDP module |
| **Career Planning** | Year group talk from school careers advisor | Opportunity to attend talk with careers advisor, with further 1:1 meetings available | Updated CV / Online portfolio |
| **EVIDENCE** | Goal planning for graduate employment | Students to goal plan for graduate employment | Discussed with year tutor and documented on PDP module |
| **Developing independence / confidence** | Across all modules: 1:1 tutorials | Regular 1:1 tutorials across modules give students the opportunity to develop professional working relationship with tutors | Positive re-enforcement and formative feedback |
| **EVIDENCE** | Final Major Project | Students have ownership of the management of their final major project, and its presentation/dissemination to a wider audience | Exhibition and promotion of final portfolio |

**PSD Appendix 5**

**Assessment Schedule**

| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| --- | --- | --- | --- |
| TFD1119 | Costume portfolio | 24 |  |
| TFD1117 | Design portfolio | 18 |  |
| TFD1110 | Textiles PosterTextiles Portfolio | 2224 |  |
| TFD1111 | Verbal PresentationWritten Report | 712 |  |
| TFD1112 | Textiles sample development | 24 |  |
| TID1145 | Verbal presentation | 10 |  |
| Design portfolio | 22 |  |
| TID1146 | Textiles portfolio | 27 |  |
| TID1142 | Construction portfolio 1 | 15 |  |
| Construction portfolio 2 | 30 |  |
| AIC2810 | Exam |  |  |
|  | Essay |  |  |
| THD1363 | Portfolio | 9 |  |
| THD1364 | Verbal Presentation | 11 |  |
| Monograph | 15 |  |
| THD1365 | Portfolio | 31 | **** |

**CAB Model**

| **Model**  | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |