# University of Huddersfield Programme Specification

|  | **Section Name** | **Course Details** |
| --- | --- | --- |
| 1. | Awarding institution | University of Huddersfield |
| 2. | Teaching institution | University of Huddersfield |
| 3. | School and Department | School of Arts and Humanities  Department of Fashion & Textiles |
| 4. | Course accredited by | BA(Hons) International Fashion Buying Management  Accredited by The Textile Institute |
| 5. | Mode of Delivery | Full-time or sandwich |
| 6. | Final Award | BA(Hons) International Fashion Buying Management  BA(Hons) Fashion Brand Marketing  BA(Hons) Fashion Creative Direction |
| 7. | Course Title | BA(Hons) International Fashion Buying Management  BA(Hons) Fashion Brand Marketing  BA(Hons) Fashion Creative Direction |
| 8. | UCAS Code | X  *Provide the relevant Code (UCAS, NMAS etc).* |
| 9. | Subject benchmark statement | Art and Design 2019  General Business and Management 2019 |
| 10. | Date of Programme Specification Approval | November 2020 – Revised March 2022 |

## 11. Educational Aims of the Courses

The Fashion Image, Communication and Buying Suite will offer three named degree awards: BA (Hons) Fashion Brand Marketing, BA (Hons) Fashion Creative Direction, and BA (Hons) International Fashion Buying Management. Students will have the opportunity to choose to specialise in one of the three named degree awards. The three named degree awards share the same core educational aims:

* To offer a programme of modules which will promote a holistic approach integrating knowledge, skills and the integration of fashion business, design, technology and promotion.
* To offer a contemporary course which is flexible and responsive to the demands, current issues and debates that exist in the global context of fashion product development and promotion.
* To stimulate your intellectual and personal development, to build your confidence in critical thinking and to encourage an attitude of professionalism and enterprise.
* To develop your interpersonal skills to prepare you for employment or self-employment; such as leading and working as part of a team, organisation, self-management and written / verbal / visual communication.
* To build your understanding of contemporary and global practice in the context of the creative industries; awareness of current and developing roles, functions and strategies within organisations and their commercial and creative partners.
* To develop your understanding of textile materials from fibre to garment, their properties, production, distribution, marketing and promotion in a global context.
* To build your confidence in developing a creative approach to initiate and manage intellectually challenging projects.
* To enable you to acquire knowledge and skills relevant to the management of fashion product development, marketing and promotion, combined with a dynamic approach to consumer requirements and an awareness of the impact of trends in lifestyle and fashion
* build your awareness of the globalisation, environmental sustainability and ethicality of the sourcing, buying, promotion and consumption of fashion and processes and a perceptiveness towards future developments.

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

## 12. Course Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | BA (Hons) International Fashion Buying Management | BA (Hons) Fashion Brand Marketing | BA (Hons) Fashion Creative Direction |
|  | Knowledge and Understanding |  |  |  |
| A1 | Demonstrate relevant knowledge and understanding of the core concepts and practices of the creative and commercial industries in the global context of fashion and textiles, the external environment in which they operate, how they are managed and the inter-relationship between these different areas | (F,I, H) | (F,I, H) | (F,I, H) |
| A2 | Demonstrate knowledge and understanding of the core concepts and theories of the development of markets, national and global, for resources, goods and services related to the commercial and creative production, dissemination and promotion of fashion | (F,I, H) | (F,I, H) | (F,I, H) |
| A3 | Demonstrate knowledge and understanding of the concepts of customer expectation, value, service and engagement in relation to the production, retailing and marketing of fashion and textile products / services | (F,I, H) | (F,I, H) | (F,I, H) |
| A4 | Demonstrate knowledge and understanding of the historical and cultural influences on fashion and the factors that impact on the evolving nature and development of consumer trends | (F,I, H) | (F,I, H) | (F,I, H) |
| A5 | Demonstrate knowledge and understanding of the emerging global and multi-cultural issues/ developments, (including social, cultural, economic, environmental and political) relevant to fashion and their impact on fashion consumers, organisations and resources | (F,I, H) | (F,I, H) | (F,I, H) |
| A6 | *LO for Buying*  A theoretical and practical awareness of current practice in buying and merchandising in relation to; trend research, customer engagement, design and product development, fabric & garment sourcing, supply chain management, range planning and distribution, visual communication, sales analysis and profit management. | (F,I, H) | (F) | (F) |
| A6 | *LO for Brand Marketing*  A theoretical and practical understanding of fashion marketing and brand management practice including; marketing & brand management, analysis and planning; communication of information, ideas and creative solutions; and the importance of selective use of media to facilitate key marketing strategies and techniques. | (F) | (F,I, H) | (F) |
| A6 | *LO for Creative Direction*  Proficiency in the management and production of original and innovative communication design for fashion using a range of media together with an ability to work effectively in collaboration with other creative practitioners towards the realisation of a creative vision. | (F) | (F) | (F,I, H) |
|  | *Skills and other attributes* |  |  |  |
| 7 | Be able to apply an awareness of the importance of design to creative practices in the fashion industries, to demonstrate an innovative approach to problem solving. | (F,I, H) | (F,I, H) | (F,I, H) |
| 8 | Be able to plan research, to effectively gather, analyse, evaluate and synthesise information from a wide variety of sources. | (F,I, H) | (F,I, H) | (F,I, H) |
| 9 | Be able to evaluate the impact of, and respond creatively to, a range of contemporary and pervasive issues such as business innovation, digital communication, sustainability and creative narrative in the fashion and textile industries | (F,I, H) | (F,I, H) | (F,I, H) |
| 10 | Be able to manage resources and operations within the commercial and creative practices of fashion enterprise, demonstrating awareness of standard commercial processes and practices. | (I, H) | (I, H) | (I, H) |
|  |  |  |  |  |

### Professional/practical skills

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 11 | Demonstrate an ability to use and deploy commercial information systems for managerial, enterprise and promotional applications in the business context of fashion and textiles | (F,I, H) | (F,I, H) | (F,I, H) |
| 12 | Demonstrate the ability to interact effectively with others through collaboration, collective endeavour and negotiation within the global context of the fashion industries | (F,I, H) | (F,I, H) | (F,I, H) |
| 13 | Demonstrate the ability to use relevant digital information and communication technologies for effective application to commercial and creative practice in fashion and textile organisations | (F,I, H) | (F,I, H) | (F,I, H) |
| 14 | Demonstrate the ability to develop and propose appropriate initiatives and strategies within a changing fashion and textile environment to meet stakeholder interests | (I, H) | (I, H) | (I, H) |
| 15 | Demonstrate an understanding of the development of your skills, knowledge, interests and personal values’ PDP’ in relation to individual academic aspirations and career choice. | (F,I, H) | (F,I, H) | (F,I, H) |
| 16 | Understand and demonstrate an awareness of your own personal and professional skills and their relevance within different fashion contexts | (I, H) | (I, H) | (I, H) |

### Transferable/Key Skills

|  |
| --- |
| The ability to: |
| **Research & analysis** |
| Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources (F,I,H)  Demonstrate awareness and be receptive to new ideas (F,I,H)  Analyse information and experiences, formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation (F,I,H)  **Problem-solving**  Problem solve – select and use of appropriate methods to find solutions (F,I,H)  Anticipate and accommodate change and work within contexts of ambiguity, uncertainty and unfamiliarity (I,H) |
| **Collaboration and team work**  Share responsibility for allocation of team tasks and outcomes (F,I,H) |
| Interact effectively with others through collaboration, collective endeavour and negotiation (F,I,H)  **Communication**  Articulate ideas and information comprehensibly in visual, oral and written forms (F,I,H)  Present ideas and work to audiences in a range of situations (F,I,H)  Select and employ communication, information and digital technologies (F,I,H)  **Self-management**  Identify personal strengths and needs (F,I,H)  Schedule activities to meet deadlines (F,I,H)  Study independently, set goals, manage own workloads and meet deadlines (F,I,H) |

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

**13.1** The course has a normal duration of four years (sandwich) or three years full time.

Supervised work experience or an approved educational exchange will occur between the end of year 2 and the start of the final year and will normally last for 48 weeks, with a minimum of 36 weeks, and attracts 120 S credits. The Enterprise Placement Year (EPY).  This gives students an opportunity to set up a business within their placement year. Run with support from The Enterprise Team, students are provided with a mentor and support in order to test out a business idea. They will have the opportunity to carry out product development, test marketing, write a business plan, pitch their ideas and so on.

On satisfactory completion of the course, students will be eligible for the award of BA (Hons) International Fashion Buying Management or BA (Hons) Fashion Brand Marketing or BA (Hons) Fashion Creative Direction. If, additionally, module TST1525 (School of Art, Design and Architecture Placement) or TST1530 Enterprise Placement module is completed, students will be eligible for the Sandwich version of the named award.

The course leads to a degree with Honours. If students have successfully accumulated the requisite number of credits they may, if desired, terminate their studies at the exit points shown below.

**September entry: full-time**

| **Level** | **Term** | **Modules** | **Status** | **Credit** | **Award** |
| --- | --- | --- | --- | --- | --- |
| F (FHEQ 4) | Term 1 | TFD1181 Introduction to Critical and Contextual Studies | Core | 20 | Certificate of Higher Education Fashion Image, Communication and Buying  (120 credits) |
| F (FHEQ 4) | Term 2 | TFD1182 Fashion Professional Development | Core | 20 |
| F (FHEQ 4) | Yearlong | TFD1014 Creative Fashion Industry | Core | 40 |
| F (FHEQ 4) | Yearlong | TFD1183 Fashion Practice | Core | 40 |
|  | | | | | |
| I (FHEQ 5) | Term 2 | TID1128 Creative Research for Fashion | Core | 20 | Diploma of Higher Education  International Fashion Buying Management, or  Fashion Brand Marketing, or  Fashion Creative Direction  (240 credits) |
| I (FHEQ 5) | Yearlong | TID1127 Fashion Futures | Core | 40 |
| I (FHEQ 5) | Term 1 | TID1136 Fashion Identity | Core | 20 |
| I (FHEQ 5) | Yearlong | TID1129 Fashion Practice 2 | Core | 40 |
|  | | | | | |
|  | Yearlong | TST1525 School of Art, Design and Architecture Placement  TST1530 Enterprise Placement | Optional | 120 S | Sandwich Award |
|  | | | | | |
| In the final year of the course all students will undertake THD1151 Professional Fashion Practice and THD1152 Professional Portfolio, as appropriate to their chosen named award they will enrol on Dissertation and Major Project modules that are dedicated to their named award. | | | | | |
| H (FHEQ 6) | Term 1 | THD1151 Professional Fashion Practice | Core | 20 | BA (300 credits)  International Fashion Buying Management  BA (Hons) (360 credits)  International Fashion Buying Management |
| H (FHEQ 6) | Yearlong | THD1152 Professional Portfolio | Core | 20 |
| H (FHEQ 6) | Yearlong | THD1191 Fashion Buying Management Dissertation | Core | 40 |
| H (FHEQ 6) | Yearlong | THD1192 Fashion Buying Management Major Project | Core | 40 |
| H (FHEQ 6) | Term 1 | THD1151 Professional Fashion Practice | Core | 20 | BA (300 credits)  Fashion Brand Marketing  BA (Hons) (360 credits)  Fashion Brand Marketing |
| H (FHEQ 6) | Yearlong | THD1152 Professional Portfolio | Core | 20 |
| H (FHEQ 6) | Yearlong | THD1193 Fashion Brand Marketing Dissertation | Core | 40 |
| H (FHEQ 6) | Yearlong | THD1194 Fashion Brand Marketing Major Project | Core | 40 |
| H (FHEQ 6) | Term 1 | THD1151 Professional Fashion Practice | Core | 20 | BA (300 credits)  Fashion Creative Direction  BA (Hons) (360 credits)  Fashion Creative Direction |
| H (FHEQ 6) | Yearlong | THD1152 Professional Portfolio | Core | 20 |
| H (FHEQ 6) | Yearlong | THD1195 Fashion Creative Direction Dissertation | Core | 40 |
| H (FHEQ 6) | Yearlong | THD1196 Fashion Creative Direction Major Project | Core | 40 |

The mode of study is full time commencing September with the Main Course Assessment Board taking place in June. For students taking a Sandwich year, marks will go to a Course Assessment Board after the opportunity for a minimum of a 36-week placement has been concluded.

Assessment regulations are as detailed in the University of Huddersfield Handbook of Regulations for Awards and Student Handbook of Regulations.

<https://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

<https://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/>

### 13.2 Interim Awards

The minimum requirement for a Bachelor degree is 300 credits of which no more than 120 credits should be at F-level and at least 60 credits should be at H-level, subject to the provisions of E2.4 in the University of Huddersfield Regulations for Awards.

In order to be awarded an Honours degree, a total of 360 credits must be gained and, in order to be awarded an Honours degree (Sandwich), 360 credits must be gained together with successful completion of the ungraded module TST1525 (School of Art, Design and Architecture Placement) or TST1530 Enterprise Placement.

The main progression points on the courses will be at the end of Year 1 (completion of Foundation level) and at the end of year 2 (completion of Intermediate level).

In order to progress to Year 2, 120 credits must normally have been accumulated, but the students may be allowed to proceed with a minimum of 100 credits, at the discretion of the Course Assessment Board (CAB).

In order to progress to the Placement Year or Final Year, a total of 240 credits must normally have been accumulated, but the students may be allowed to proceed with a minimum of 220 credits, at the discretion of the CAB.

There are no compulsory modules, all modules are core

## 14. Teaching, Learning and Assessment

**14.1**

The Fashion Image, Communication and Buying Suite will offer three named degree awards: BA (Hons) Fashion Brand Marketing, BA (Hons) Fashion Creative Direction, and BA (Hons) International Fashion Buying Management. Each course provides the opportunity to focus upon the integration of business, design and product development, and marketing and promotion related to fashion, in order to provide the knowledge and skills needed for the student to take advantage of opportunities now available for graduates in the areas of fashion buying, marketing and image-making.

Emphasis is placed throughout each course on a holistic and integrative approach. Throughout, the students are informed that they should make connections between different areas of knowledge, thus implementing the overall philosophy of the courses, namely the integration of an awareness of fashion design and an understanding of textile and fashion product development with marketing, buying, management, retailing and promotion in a global context. The courses are designed to foster a progressive approach to the depth and breadth of integration. The project in the final year is the culmination of this integration and it is where the students will draw upon and utilise their experience of the whole course.

Underpinning the course is a framework of opportunities for the students to develop a high level of interpersonal skills, which are essential with regard to employability. The course offers opportunities to develop research and communication skills through independent learning and, in particular, the utilisation of digital Technology and other electronic information sources.

Throughout the course, the approach to developing knowledge of fashion and textile products and processes will be broad based, encompassing a diverse range of products, processes and markets.

To promote a global awareness, and in response to the nature and direction of the fashion industry, a context of international issues is embedded throughout the course in the module syllabus and in assignments and projects. A broad approach to both secondary and primary research is encouraged to encompass research both nationally and globally.

A broad programme of lectures has been devised, including visiting speakers who are practitioners in a variety of areas such as buying, merchandising, manufacture, retailing and trade associations. This will promote a contemporary approach and will afford an opportunity to consider future developments within the fashion and textile environments. Students will be encouraged to undertake visits of relevance to the course.

Throughout the course, emphasis is placed on the holistic nature of all the elements of the supply chain encompassed in the international fashion and textile industries.

International Fashion Buying is designed to prepare students for a career in fashion buying, merchandising, product development and management. Fashion Creative Direction prepares students for careers in fashion image-making, including styling, fashion photoshoot and media management. Fashion Brand Marketing prepares students for careers in fashion marketing, brand management and PR. In year one, students will be introduced to projects relating to all these careers, and as they progress they will be supported in deciding which named degree pathway to graduate from. From year two, students will specialise in their chosen named degree pathway.

In admitting students, and in teaching and assessing them, the course operates in conformity with the University and School of Art, Design and Architecture’s policies on equal opportunities.

**Equality and Diversity Act 2010**

In admitting students, and in teaching and assessing them, the course operates in conformity with Section 3 of the UK Equality Code for Students with Disabilities.

**Students with disabilities will be considered on an individual basis and the School will make reasonable adjustment to accommodate individual needs depending on their assessment with the University Disabilities Office.**

Personal Development Planning will be used to enhance student ability to reflect upon their learning within modules. It will be formally introduced to students at the start of each academic year. The process will be embedded within the course so that students will be asked to think about their own work and the work of colleagues and to reflect upon feedback. This mechanism will include self-reflection, recording, target setting, action planning and monitoring.

## 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 aren’t 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](http://www.hud.ac.uk/disability-services/).

**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 in order 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](http://www.hud.ac.uk/students/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 and Humanities provides additional student support using a variety of approaches:

**15.3.2** School level resources

* **Academic Skills Tutor:** The School has a dedicated Academic Skills Tutor (AST) who delivers a range of generic skills. The AST offers help and advice with general study skills, IT, literacy and numeracy as well as research skills. The AST may also refer students for specialist support and assessment.
* **Technical support staff:** The School provides has dedicated technical support to assist students with hardware and software issues, and to maintain and manage ICT equipment and technical resources within the School.
* **Technical Equipment loans:** A selection of ICT equipment is available from the School for students to borrow.
* **Work Placement Officer:** The School provides support to help students find appropriate placements.

**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.
* Study Visits (optional)
* Specialist PC & CAD facilities
* Virtual learning environment, VLE
* Learning resources bureau
* Personal Academic Tutor System.
* Academic Skills Tutor.
* Optional 48-week placement with a minimum of 36 weeks
* A Personal Development Planning (PDP) system

## 16. Criteria for Admission

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order 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 of the Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-3/).](https://www.hud.ac.uk/policies/registry/awards-taught/section-c/)

**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 472675

Email: disability@hud.ac.uk

Further information is available on the [disability services website.](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices)

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 [course finder website page](http://www.hud.ac.uk/courses/).

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

|  |
| --- |
| * School/College leavers to have reached the age of 18 years on admission * Satisfactory completion of an interview inspection, if appropriate * Achievement of at least 120 UCAS points through a combination of: * Passes in five subjects at GCSE level (Maths and English required) and either Advanced GCE (A2 level), or a Vocational A-level award. * OR a Scottish Certificate of Education with passes in five subjects, three at the higher grade, or passes in four subjects at the higher grade * OR a National Diploma awarded by the EdExcel Foundation in a relevant subject. * OR an Irish Leaving Certificate with Grade C or above in four subjects at Higher level. |
| - OR a European or International Baccalaureate  - OR qualifications deemed equivalent to the above  - OR a national certificate awarded by Ed Excel Foundation (formerly BTEC) in relevant subject area Distinction or above and 1 A-level grade B or above. |

* Applicants with prior learning or prior experiential learning will be considered individually by the University of Huddersfield, School of Art, Design and Architecture APL/APEL Panel. This Panel will look at each applicant on an individual basis, to assess whether the applicant has acquired the necessary skills and knowledge deemed appropriate to be granted credit on the course where applicable.
* Holders of an EdExcel BTEC Higher National Diploma (or equivalent) may be considered for entry with specific credit. Students seeking entry by this route may be given directed studies in particular subjects.
* Exceptionally, the Admissions Panel may admit an applicant whose qualifications do not conform to the above requirements.
* Portfolio is optional for application to the FICB suite.

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.

Students whose first language is not English will need to meet the minimum requirements of an English Language qualification. The minimum for IELTS is 6.0 overall with no element lower than 5.5, or equivalent will be considered acceptable.

## 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/).

## 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**

**19.1**

**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.

**Please note: This specification provides a concise summary of the main features of the Course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.**

**Key sources of information about the course can be found in:**

http://www.hud.ac.uk/

## 

**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 & growth** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TFD1014 |  |  |  |  |  |  |  |  |
| TFD1183 |  |  |  |  |  |  |  |  |
| TFD1181 | x | x | x | x | x | x | x | X |
| TFD1182 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| TID1127 |  |  |  |  |  |  |  |  |
| TID1128 | x | x | x | x | x | x | x | x |
| TID1129 |  |  |  |  |  |  |  |  |
| TID1136 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| THD1151 | x | x | x | x | x | x | x | X |
| THD1152 | x | x | x | x | x | x | x | X |
| THD1192/94/96 | x | x | x | x | x | x | x | x |
| THD1191/93/95 | x | x | x | x | x | x | x | X |
|  |  |  |  |  |  |  |  |  |
| TST1525 (PLACEMENT) |  |  |  |  |  |  |  |  |
| TST1530 (EPY) |  |  |  |  |  |  |  |  |

**PSD Appendix 2**

**BA(Hons) International Fashion Buying Management**

**BA(Hons) Fashion Brand Marketing**

**BA(Hons) Fashion Creative Direction**

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LOs**  **Module** | | | | A1 | A2 | A3 | A4 | A5 | A6(IBM) | A6 (BM) | A6(CD) | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| TFD1014 | | | Creative Fashion Industry | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |  | ▪ | ▪ |  |  |  |  |
| TFD1183 | | | Fashion Practice | ▪ | ▪ | ▪ |  | ▪ | ▪ | ▪ |  |  | ▪ | ▪ |  | ▪ | ▪ | ▪ |  |  |  |
| TFD1181 | | | Fashion Contextual Studies |  | ▪ |  | ▪ | ▪ |  |  |  | ▪ | ▪ | ▪ |  |  | ▪ |  |  |  |  |
| TFD1182 | | | Fashion Professional Development |  |  | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |  | ▪ | ▪ | ▪ |  | ▪ |  |
| TID1127 | | | Fashion Futures | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |  |  | ▪ | ▪ |  |  | ▪ | ▪ | ▪ | ▪ |  |  |
| TID1129 | | | Fashion Practice 2 | ▪ | ▪ | ▪ |  | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |  | ▪ |
| TID1136 | | | Fashion Identity | ▪ |  |  |  | ▪ |  |  |  |  | ▪ |  |  | ▪ | ▪ | ▪ |  | ▪ | ▪ |
| TID1128 | | | Creative Research for Fashion |  |  |  |  | ▪ | ▪ | ▪ | ▪ |  | ▪ | ▪ |  | ▪ | ▪ |  |  | ▪ | ▪ |
| THD1151 | | | Professional Fashion Practice | ▪ | ▪ | ▪ |  | ▪ | ▪ | ▪ | ▪ |  | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |
| THD1152 | | | Professional Portfolio | ▪ |  |  |  |  |  |  |  | ▪ | ▪ |  |  | ▪ |  | ▪ |  | ▪ | ▪ |
| THD1191 | | | Fashion Buying Management Dissertation | ▪ | ▪ | ▪ |  | ▪ | ▪ |  |  |  | ▪ | ▪ |  |  | ▪ | ▪ |  | ▪ |  |
| THD1193 | | | Fashion Brand Marketing Dissertation | ▪ | ▪ | ▪ |  | ▪ |  | ▪ |  |  | ▪ | ▪ |  |  | ▪ | ▪ |  | ▪ |  |
| THD1195 | | | Fashion Creative Direction Dissertation | ▪ | ▪ |  | ▪ | ▪ |  |  | ▪ |  | ▪ | ▪ |  |  | ▪ | ▪ |  | ▪ |  |
| THD1192 | | | Fashion Buying Management Major Project | ▪ | ▪ | ▪ |  |  | ▪ |  |  | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |
| THD1194 | | | Fashion Brand Marketing Major Project | ▪ | ▪ |  |  |  |  | ▪ |  | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |
| THD1196 | | | Fashion Creative Direction Major Project | ▪ |  |  |  | ▪ |  |  | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |
|  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | ***Knowledge and Understanding*** | | | | | | | | | | | | | | | | | | | |
| A1 |  | Demonstrate relevant knowledge and understanding of the core concepts and practices of the creative and commercial industries in the global context of fashion and textiles, the external environment in which they operate, how they are managed and the inter-relationship between these different areas | | | | | | | | | | | | | | | | | | | |
| A2 |  | Demonstrate knowledge and understanding of the core concepts and theories of the development of markets, national and global, for resources, goods and services related to the commercial and creative production, dissemination and promotion of fashion | | | | | | | | | | | | | | | | | | | |
| A3 |  | Demonstrate knowledge and understanding of the concepts of customer expectation, value, service and engagement in relation to the production, retailing and marketing of fashion and textile products / services | | | | | | | | | | | | | | | | | | | |
| A4 |  | Demonstrate knowledge and understanding of the historical and cultural influences on fashion and the factors that impact on the evolving nature and development of consumer trends | | | | | | | | | | | | | | | | | | | |
| A5 |  | Demonstrate knowledge and understanding of the emerging global and multi-cultural issues/ developments, (including social, cultural, economic, environmental and political) relevant to fashion and their impact on fashion consumers, organisations and resources | | | | | | | | | | | | | | | | | | | |
| A6 |  | *LO for Buying*  A theoretical and practical awareness of current practice in buying and merchandising in relation to; trend research, customer engagement, design and product development, fabric & garment sourcing, supply chain management, range planning and distribution, visual communication, sales analysis and profit management. | | | | | | | | | | | | | | | | | | | |
| A7 |  | *LO for Brand Marketing*  A theoretical and practical understanding of fashion marketing and brand management practice including; marketing & brand management, analysis and planning; communication of information, ideas and creative solutions; and the importance of selective use of media to facilitate key marketing strategies and techniques. | | | | | | | | | | | | | | | | | | | |
| A8 |  | *LO for Creative Direction*  Proficiency in the management and production of original and innovative communication design for fashion using a range of media together with an ability to work effectively in collaboration with other creative practitioners towards the realisation of a creative vision. | | | | | | | | | | | | | | | | | | | |
|  |  | ***Skills and other attributes*** | | | | | | | | | | | | | | | | | | | |
| B1 |  | Be able to apply an awareness of the importance of design to creative practices in the fashion industries, to demonstrate an innovative approach to problem solving. | | | | | | | | | | | | | | | | | | | |
| B2 |  | Be able to plan research, to effectively gather, analyse, evaluate and synthesise information from a wide variety of sources. | | | | | | | | | | | | | | | | | | | |
| B3 |  | Be able to evaluate the impact of, and respond creatively to, a range of contemporary and pervasive issues such as business innovation, digital communication, sustainability and creative narrative in the fashion and textile industries | | | | | | | | | | | | | | | | | | | |
| B4 |  | Be able to manage resources and operations within the commercial and creative practices of fashion enterprise, demonstrating awareness of standard commercial processes and practices. | | | | | | | | | | | | | | | | | | | |
|  |  | ***Professional Practical Skills*** | | | | | | | | | | | | | | | | | | | |
| C1 |  | Demonstrate an ability to use and deploy commercial information systems for managerial, enterprise and promotional applications in the business context of fashion and textiles | | | | | | | | | | | | | | | | | | | |
| C2 |  | Demonstrate the ability to interact effectively with others through collaboration, collective endeavour and negotiation within the global context of the fashion industries | | | | | | | | | | | | | | | | | | | |
| C3 |  | Demonstrate the ability to use relevant digital information and communication technologies for effective application to commercial and creative practice in fashion and textile organisations | | | | | | | | | | | | | | | | | | | |
| C4 |  | Demonstrate the ability to develop and propose appropriate initiatives and strategies within a changing fashion and textile environment to meet stakeholder interests | | | | | | | | | | | | | | | | | | | |
| C5 |  | Demonstrate an understanding of the development of your skills, knowledge, interests and personal values’ PDP’ in relation to individual academic aspirations and career choice. | | | | | | | | | | | | | | | | | | | |
| C6 |  | Understand and demonstrate an awareness of your own personal and professional skills and their relevance within different fashion contexts | | | | | | | | | | | | | | | | | | | |

**PSD Appendix 3**

**Subject Benchmark Mapping**

**QAA Art and Design – 2019, QAA General Business and Management – 2019**

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BA (Hons) International Fashion Buying Management**  **BA (Hons) Fashion Brand Marketing**  **BA (Hons) Fashion Creative Direction** | **TFD1014** | **TFD1183** | **TFD1181** | **TFD1182** | **TID1127** | **TID1129** | **TID1136** | **TID1128** | **TST1525 TST1530** | **THD1151** | **THD1152** | **THD1191** | **THD1192** | **THD1193** | **THD1194** | **THD1195** | **THD1196** |
| **Subject-specific knowledge and understanding, attributes and skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively and / or as self-initiated activity and / or in response to set briefs | **▪** |  |  | **▪** | **▪** | **▪** |  | **▪** |  | **▪** |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, and visualisation | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| Select, test and identify the appropriate use of materials, processes and environments | **▪** | **▪** | **▪** |  |  | **▪** |  |  |  | **▪** | **▪** |  | **▪** |  | **▪** |  | **▪** |
| Develop ideas through to outcomes, for example images, environments, events, products, systems and processes, or texts | **▪** | **▪** |  | **▪** | **▪** | **▪** |  |  |  | **▪** | **▪** |  | **▪** |  | **▪** |  | **▪** |
| Manage and make appropriate use of the interaction between intention, process, outcome, context and methods of dissemination. |  | **▪** |  | **▪** | **▪** | **▪** |  | **▪** |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| **The graduate’s understanding is informed by research, professional practice and theory in their discipline(s), including:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The critical, contextual, historical, conceptual and ethical dimensions of the student’s discipline | **▪** | **▪** | **▪** | **▪** | **▪** |  |  | **▪** |  | **▪** | **▪** |  | **▪** | **▪** | **▪** | **▪** | **▪** |
| The relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators within a professional environment | **▪** | **▪** |  | **▪** | **▪** | **▪** | **▪** |  | **▪** | **▪** | **▪** |  | **▪** | **▪** | **▪** | **▪** | **▪** |
| The business environment of the creative industries, encompassing a range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological within a local, national and global context. | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| Markets: the development, access and operation of markets for resources, goods and services. | **▪** | **▪** |  |  | **▪** | **▪** |  |  |  | **▪** |  |  |  | **▪** | **▪** |  |  |
| Marketing: different approaches for segmentation, targeting, positioning generating revenue and the need for innovation in product and service design. | **▪** | **▪** |  | **▪** | **▪** | **▪** |  |  |  | **▪** |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| Consumers: management of consumer expectations, relationships and development of service excellence. | **▪** | **▪** |  |  | **▪** | **▪** |  |  |  | **▪** | **▪** |  | **▪** | **▪** | **▪** |  | **▪** |
| Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning and decision making in the context of the fashion industries | **▪** |  |  |  |  | **▪** |  |  |  | **▪** |  |  | **▪** |  | **▪** |  | **▪** |
| The management of resources, supply chain, operations including procurement and quality systems | **▪** | **▪** |  |  |  | **▪** |  |  |  | **▪** |  | **▪** | **▪** |  | **▪** |  | **▪** |
| Information systems and business intelligence: development, management application and implementation of information systems and their impact on organisations. |  | **▪** |  |  | **▪** | **▪** |  | **▪** |  | **▪** |  | **▪** | **▪** |  | **▪** |  | **▪** |
|  | **TFD1014** | **TFD1183** | **TFD1181** | **TFD1182** | **TID1127** | **TID1129** | **TID1136** | **TID1128** | **TST1525 TST1530** | **THD1151** | **THD1152** | **THD1191** | **THD1192** | **THD1193** | **THD1194** | **THD1195** | **THD1196** |
| Communications: comprehension and use of relevant communications for application in the fashion business environment, including the use of digital tools and media technology. | **▪** | **▪** | **▪** | **▪** |  | **▪** |  | **▪** | **▪** | **▪** | **▪** |  |  | **▪** | **▪** | **▪** | **▪** |
| Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models. |  | **▪** |  | **▪** |  | **▪** |  |  |  | **▪** |  |  | **▪** | **▪** | **▪** |  |  |
| Innovation, creativity and enterprise; Ability to generate, develop, communicate ideas, manage and exploit intellectual property and deliver successful outcomes |  |  |  | **▪** | **▪** | **▪** |  |  |  | **▪** | **▪** |  | **▪** |  | **▪** |  | **▪** |
| Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues | **▪** |  | **▪** |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| The implications and potential for their discipline(s) presented in the key developments in current and emerging media and technologies, and of inter and multi-disciplinary approaches |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| **Generic and graduate skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Self-management:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time. | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity. |  |  |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| Identify personal strengths and needs, and reflect on personal development |  | **▪** |  | **▪** |  |  | **▪** | **▪** | **▪** |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| **Critical engagement:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Analyse information and experiences, and formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions. | **▪** | **▪** |  | **▪** | **▪** | **▪** |  | **▪** | **▪** | **▪** | **▪** |  | **▪** |  | **▪** |  | **▪** |
| **Group/team working and social skills:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Interact effectively with others, for example through collaboration, collective endeavour and negotiation | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| Articulate ideas and present information comprehensively in visual, oral and written forms to audiences in a range of situations | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts. | **▪** | **▪** |  |  |  | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |
| **Research and information skills:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research: the ability to analyse and evaluate a range of data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making. | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** | **▪** |

**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** | TFD1182  TFD1136  TFD1183  PATs | Consolidation/reflection from over the year. | Critical evaluation of development.  Tutorials with year tutors |
| **EVIDENCE** | Assignment | Workshops to introduce and develop PDP.  Opportunity to attend industry / student conferences / careers /guest lectures | * Portfolio * Self-reflection integrated within assignments |
| **Career Planning** | TFD1182 TFD1014 | Input from Careers and enterprise team. | CV building/Personal statement development  Careers drop in |
| **EVIDENCE** | Assignments | Workshops to introduce and develop PDP. | Portfolio |
| **Developing independence / confidence** | TFD1182  TFD1136  TFD1183  PATs | Progression tutorials, post CAB results, to support transition | The start of a portfolio |
| **EVIDENCE** | Assignments | PAT tutorial progression records | Part time jobs in fashion |

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | TID1136  PATS | * Self-reflection * e-portfolio * Career research and CV workshop * Skills analysis | Critical evaluation of development.  Tutorials with year tutors |
| **EVIDENCE** | Assignments | Workshops in TID1136 surrounding personal portfolio preparation and analysis of previous work. | Analysis on portfolio work.  Interview reflection. |
| **Career Planning** | TID1136 | In sessions with TID1136 module and careers / enterprise team. | CV building/Personal statement development/ Portfolio preparation. |
| **EVIDENCE** | Applying for placement /enterprise year | * School placement conference * Opportunity to attend industry / student conference | Applications to enterprise or placement year employees. |
| **Developing independence / confidence** | TID1136 | * Skills analysis * PDP | Within TID1136 assignment. |
| **EVIDENCE** | Applying for placement /enterprise year | Application and achievement of placements | Developing individual portfolio / CV and applying for internships. |

**Placement Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | TST1525 or TST1530 | Reflection on experience. | Reflection on experience. |
| **EVIDENCE** | Internship or enterprise year placement | Assignment for module. | Workshop for returning students to reflect on placement and to prepare for final year |
| **Career Planning** | TST1525 or TST1530 | Reflection on experience. | Speaking to employer about development opportunities |
| **EVIDENCE** | Internship or enterprise year placement | Assignment for module. | Application for graduate schemes/ being offered jobs by the employer / setting up own business |
| **Developing independence / confidence** | TST1525 or TST1530 | Reflection on experience. | Reflection on experience. |
| **EVIDENCE** | Internship or enterprise year placement | Assignment for module. | Workshop for returning students to reflect on placement and to prepare for final year |

**Final Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | THD1151  THD1152  THD1192/94/96 | * Engagement with and application of industry standard software * Workshops to inform professional practice | Group and individual tutorials to reflect on progress  Project for inclusion in professional portfolio |
| **EVIDENCE** | Portfolio | Individual tutorials during induction week to support preparation and setting of goals for final year | Finished portfolio of work. |
| **Career Planning** | THD1151  THD1152  THD1192/94/96 | * Workshops to inform professional practice * University enterprise and careers team talks. | Engaging with the careers or enterprise service. |
| **EVIDENCE** | Portfolio | Design thinking workshops incorporating reflection on work experience and personal skills | Potential job opportunities. |
| **Developing independence / confidence** | THD1151  THD1152  THD1192/94/96 | * Group and individual tutorials to reflect on progress * Projects for inclusion in professional portfolio | * Self-reflection * Development of personal networks to inform primary research |
| **EVIDENCE** | Portfolio | Exit tutorials, post CAB results, to support transition to the workplace / PG | Finished portfolio of work |

**PSD Appendix 5**

**Assessment Schedule**

Outline assessment schedule showing the nature and timing of summative assessments for all modules contributing to the course, including optional modules and identifying the very last submission point for the whole course:

| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| --- | --- | --- | --- |
| TFD1014 | Task 1 CWK 50%  Task 2 CWK 50% | Wk 13  Wk 25 |  |
| TFD1183 | Task 1 CWK 33%  Task 2 CWK 33%  Task 3 CWK 34% | Wk 08  Wk 15  Wk 24 |  |
| TFD1181 | Task 1 CWK 100% | Wk 12 |  |
| TFD1182 | Task 1 CWK 100% | Wk 24 | Wk 24 |
|  |  |  |  |
| TID1127 | Task 1 CWK 25%  Task 2 CWK 25%  Task 3 CWK 50% | Wk 05  Wk 12  Wk 25 |  |
| TID1129 | Task 1 CWK 50%  Task 2 CWK 50% | Wk 12  Wk 24 |  |
| TID1136 | Task 1 CWK 100% | Wk 13 |  |
| TID1128 | Task 1 CWK 100% | Wk 24 | Wk 24 |
|  |  |  |  |
| THD1151 | Task 1 CWK 20%  Task 2 CWK 80% | Wk 02  Wk 05 |  |
| THD1191 | Task 1 CWK 100% | Wk 14 |  |
| THD1192 | Task 1 CWK 30%  Task 2 CWK 70% | Wk 18  Wk 24 |  |
| THD1193 | Task 1 CWK 100% | Wk 14 |  |
| THD1194 | Task 1 CWK 30%  Task 2 CWK 70% | Wk 18  Wk 24 |  |
| THD1195 | Task 1 CWK 100% | Wk 14 |  |
| THD1196 | Task 1 CWK 30%  Task 2 CWK 70% | Wk 18  Wk 24 |  |
| THD1152 | Task 1 CWK 100% | Wk 25 | Wk 25 |

**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 |