



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Fashion

Final Award: **Bachelor of Arts with Honours (BA (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Arts with Honours (BA (Hons))

To be delivered from: 1 Sep 2019

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2019-20
Level 2 or Diploma of Higher Education (DipHE)	2020-21
Level 3 or Bachelor of Arts with Honours (BA (Hons))	2021-22

Table Of Contents

1. Introduction	3
2. Basic Programme Data	4
3. Programme Description	5
3.1 Overview	5
3.2 Aims and Objectives	5
3.3 Variations to Standard Regulations and Guidance	6
4. Programme Outcomes	7
4.1 Knowledge and Understanding	7
4.2 Subject Specific Intellectual Skills	7
4.3 Subject Specific Practical Skills	7
4.4 Transferable Skills and Attributes	7
5. Learning, Teaching and Assessment Strategies	9
5.1. Learning and Teaching Strategy	9
5.2. Assessment Strategy	10
6. Programme Structure	13
Appendix I - Curriculum Map	14
Appendix II - Assessment Map	16
Appendix III - Benchmark Analysis	20
Appendix IV - Benchmark Statements(s)	21

1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Arts with Honours (BA (Hons))
Programme Title:	Fashion
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Arts with Honours (BA (Hons))
Subject(s)	Fashion Studies
Mode(s) of delivery	Full Time
Is there a Placement or Exchange?	No
UCAS code	W230
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	Lincoln School of Design
Programme Leader	Victoria Bellandini (vbellandini)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2019-20

3. Programme Description

3.1 Overview

BA (Hons) Fashion is a 'classic' fashion degree that adopts an outward facing and practice-led approach to teaching fashion through professional, studio-based scholarship. The programme develops graduates who aspire to be different and are not bound by the limitations of a programme-prescribed 'graduate style', celebrating diversity, creative uniqueness and ambition.

Combined with the academic teams' focus on pastoral and learning support, the degree has creative and academic excellence, employability and personal wellbeing at its core. Learning and teaching has been carefully developed to inspire, nurture and develop individual talent and motivation within a highly supportive environment. This approach prepares Graduates, on both a personal and professional level, for the many career opportunities available to them, within the national and/or global fashion and wider creative industries.

Garment and apparel manufacture forms a key aspect of the course and is used as an effective medium through which students learn strong design skills, aesthetic awareness, materials knowledge and an innate sense of style. Areas covered may include; traditional and creative pattern cutting, modelling/draping on the stand, tailoring, apparel/millinery, digital fabric print, couture finishing and sustainable fashion practices.

In addition to technical understanding, students develop artistic design and visual communication skills, alongside critical study and employability. These areas are considered within all modules in various ways, ensuring the development of a more holistic approach to intelligent; research, concept and practice driven design, that is professionally communicated through stylistic illustration, experimental presentation and traditional/digital portfolio practice.

Industry engagement is a vital aspect of student learning, integrated across all years of study via; internships, external competitions, 'live' briefs, collaborative work, guest lectures, trade fairs, industry visits, careers events etc. These experiences equip students with the knowledge to recognise, predict and respond to emerging fashion trends, industry changes and developments, enabling them to develop a unique and forward thinking 'personal design philosophy'. Programme content encourages students to explore their fashion practice, and the business of fashion, from both localised and globalised perspectives, facilitating a broader understanding and positioning of their professional and creative interests.

On completing the course, final year students will present a garment/apparel collection, professional portfolio and practice based critical study for assessment. In addition to this, their talents and achievements will be celebrated and promoted through a Graduate Showcase.

3.2 Aims and Objectives

The Programme Aims to:

- Produce confident students who become creative, motivated, professional and versatile practitioners, able to adapt to the requirements of their chosen career path, within fashion and the related creative industries.
- Facilitate experimental, concept driven 2D and 3D practice that defines an emerging individual style aesthetic and creative identity.

- Develop competent and stylistic visual and technical skills that align with identified market/s and individual ambitions.
- Explore and articulate the critical and creative possibilities presented by research practices in a range of visual, verbal and written forms.
- Develop students with a critical, global, historical and contemporary understanding of design and the creative economy, and understanding of the how this awareness underpins fashion design practice and creative development.
- Develop intelligent students who understand the impact, influence, responsibilities and role of the designer in the current and developing world. Considering social, environmental, economic, sustainable, equality and diversity issues in alignment with their individual moral compass.

Programme Objectives:

By the end of the course students will be able to:

- Employ appropriate materials, techniques, methods, strategies and tools associated with Fashion, with a high level of skill and creativity, whilst observing good, professional working practices.
- Generate ideas, concepts, proposals, solutions and/or arguments, using the visual language, materials, traditions, processes and techniques allied to Fashion.
- Demonstrate a range of intellectual, imaginative and enquiring skills that are appropriate for fashion and associated sectors within the creative industries.
- Make appropriate use of a range of research methods, to investigate aspects of the critical, cultural, social, professional, entrepreneurial and contemporary contexts of fashion.
- Recognise, utilise and promote their individual creative identity and strategic self-reliance, to enhance employability and career progression.
- Have the developed confidence and abilities to undertake employment, entrepreneurial and professional opportunities, or progress onto postgraduate study.
- Develop independent, critical and creative practice in professional, collaborative or entrepreneurial contexts.

3.3 Variations to Standard Regulations and Guidance

None.

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 Different contextual frameworks and situations, both within and beyond the field of fashion.
- 2 Formulating and articulating independent judgements and reasoned responses, through the reflection, review and evaluation of knowledge, information and experiences.
- 3 The ethical, professional, environmental, historical and global contexts of Fashion.
- 4 Transferable skills, useful within and beyond the field of Fashion, Art and Design.

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 5 Generate ideas, concepts, proposals, solutions, arguments independently and/or collaboratively in response to set briefs and/or as self-initiated study.
- 6 Articulate ideas and information comprehensibly in 2D, 3D, visual, oral and written forms.
- 7 Employ appropriate approaches to the sourcing, navigation, evaluation, manipulation and management of information from a variety of sources.
- 8 Develop creative, practical and intellectual fashion skills, knowledge and understanding through processes of research, action, reflection and evaluation.

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 9 Explore, select, experiment and make appropriate use of a range of materials, processes and environments.
- 10 Identify and/or engage in collaborative, interdisciplinary, employability opportunities within the university, industry, wider community.
- 11 Generate original work employing the skills and craftsmanship of Fashion and related areas.
- 12 Demonstrate a sound understanding and safe execution of materials, media, processes, methods, techniques and technologies in the production of fashion.

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 13 Employ creative, aesthetic, innovative, ethical, sustainable and entrepreneurial considerations and approaches as relevant.
- 14 Articulate the ability to study independently, set goals, manage workloads and meet deadlines.
- 15 Demonstrate effective communication, planning and management skills to independent and/or collaborative projects.
- 16 Develop dynamic and innovative project responses through individual and/or group processes.

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

Learning and teaching has been developed to provide students with the range of skills, knowledge and training necessary to progress into a wide range of careers within fashion and the wider creative economy. Additionally Graduates can progress on to Post Graduate Study.

Programme Structure:

This undergraduate programme has a clear structure and is designed with a set of sequential teaching and learning objectives by level. Each level is split into 4 modules; two practical modules, one professional practice/employability module and one cultural and creative economy context-grounded module.

Programme outline:

In the first year (Level 4), students take a range of core modules offering a grounding in the key subject skills including garment/apparel construction, fashion design, visual communication, the fashion industry and cultural studies.

In the second year (Level 5), students begin to take a more specialist approach to their practice, developing enhanced practical, design and critical skills. Employability aspects of the programme are now linked with creative practice, enabling students to align their personal design aesthetic and ethos with industry contexts, resulting in relevant and innovative final outcomes.

In the third year (Level 6) students develop a final collection of garments/apparel for external promotion (showcasing), alongside a professional fashion design portfolio and critical study. Level 6 gives students the opportunity to explore their specific, career-aligned creative choices and self-expression, encouraging the identification of a signature style, market and rationale, that supports a creative body of major project work, both 2D and 3D in approach.

Learning and teaching remains grounded in the needs and ever-changing landscape of the contemporary and future fashion industries. This is integrated into learning and teaching via for example; live projects, national/international competitions, internships and guest lectures, amongst other opportunities.

Project briefs develop skills in key areas, such as; research, design and critical thinking, through to varying 3D fashion/apparel practice and career preparation skills.

Curriculum delivery is typically built around 10-12 weeks of scheduled sessions per semester, within studio, workshop and seminar or lecture environments, as relevant to the nature and requirements of the module. The programme also aims to offer 'Supported Workshops' and 'Development Week/s' within each semester, enabling students to undertake self-directed project development with the assistance of Fashion Technician/s as appropriate.

Students can benefit from programme specific, school and wider university shared facilities which currently include professional studio and workshop spaces equipped with a wide range of industrial machinery, specialist equipment, digital fabric printer, laser cutter, 3D printer and fine art type 'Maker Lab' facilities-offering ceramics, glass, fine metal work etc. These environments are supported by a team of technicians who are available to demonstrate the use of the equipment. The Technical Support team also aim to run supporting workshops and activities to enhance student learning,

development and quality of manufacture.

Each module has a dedicated 'Module Handbook' which students are introduced to at the start of each module, typically in Week 1 or 2. This specifies the content, learning, delivery and assessment aspects and requirements of the module with the aim of enhancing student understanding of, and engagement with, each module of study.

The Programmes' Blackboard site is used by staff as a regular information, feedback and knowledge sharing platform, ensuring students understand the requirements of each module, and developments and news about the course as a whole. Learning materials are also posted regularly on the site to further support teaching and learning, and enhance independent student development.

Panopto is a platform that can be used to record technical demonstrations, feedback and tutorials, enabling students to revisit such advice as many times as required, to enhance understanding and develop their work. This information can be posted on the Blackboard site/emailed to students, to ensure they can access to this library of support.

The programme is made up of only 30 credit modules. When spanning across the year these could typically consist of 3 hours of academic contact and an additional three hours technical support per week, and proportionate independent study. This aims to offer a measured balance of formal working combined with a more independent approach to learning.

5.2. Assessment Strategy

BA Fashion – Assessment Outline:

The programme adopts both Formative (in-progress) and Summative (conclusive) approaches to feedback and assessment, scheduled at points within the academic year that are the most beneficial to student learning, development and performance.

Typically year-long 30 credit modules will receive non-assessed Formative Feedback at the end of Semester A. This offers the opportunity for students to reflect, review and revisit their work, making amendments and improvements that respond to both the formative feedback and each students' progressed learning.

The intention of mid-year Formative and end of year Summative assessment is to encourage a 'try, fail and try again' approach to project work, educating resilient, confident, innovative and independent practitioners by the end of Level 6.

Formative feedback can be delivered in a range of ways through, for example; critique, Panopto film, written, tutorial, in class discussion etc. This regular advisory feedback results in each students' progress and performance being consistently monitored, reviewed and improved.

Typically, Summative 'assessed' feedback adopts a more formal approach, but can still vary in format from module to module. It is usual for this graded feedback to be delivered in written format, as a Panopto tutor feedback film or within a formal feedback meeting with the relevant academic/s.

Module assessment formats and work requirements vary depending on the module and level of study. These may include for example; portfolio, garment, sketchbook, essay, etc.

Assessment and marking practice:

Student work within all levels is subject to first, second and/or double marking in addition to

moderation, ensuring fairness in marking across all modules. University policy ensures, for example, that all marks are confirmed and moderated at modular marking meetings prior to the marks going forward to the external examiners and exam boards.

The assessment strategy of the programme aims to adhere to the good practice and key principles listed below, in order to determine the extent to which course/module objectives have been addressed and achieved.

Programme assessment aims to:

1. Help clarify and define what good/successful work is (goals, criteria, and standards)
2. Encourage 'time and effort' on challenging learning tasks
3. Deliver high quality feedback that helps learners develop
4. Provide opportunities to close any gap between actual and desired performance
5. Ensure that Summative assessment has a positive impact on formative learning.
6. Ensure that Formative feedback enhances development, confidence and motivation.
7. Encourage interaction and dialogue around learning (peer/student/lecturer)
8. Facilitate the development of self-assessment and reflection in learning.
9. Provide where possible, opportunities for choice in the topic, method, criteria, weighting or timing of assessments.
10. Involve where possible, students in decision-making about assessment policy and practice.
11. Support and encourage the development of learning groups and learning communities
12. Encourage positive motivational beliefs and self-esteem
13. Provide information to lecturers that can be used to help shape their teaching, in addition to wider programme enhancements and development.

Lincoln School of Design Standard statement: Formative and summative feedback and assessment.

Assessment - context: As stated by the University, all formal assessments which contribute to a student's progression through or attainment of an award of the University are formally marked or graded. The marks or grades awarded will reflect the traditions and practices of individual cognate subject areas and will be influenced by any relevant QAA Subject Benchmark Statements.

The purpose of assessment is:

- To establish a shared understanding between academics and students as to the process, fairness and rigour of teaching, learning, and student attainment.
- To ensure that teaching, learning, and final awards are founded on a spread of academic and professional opinion supported by appropriate and agreed, numerical and textual feedback.
- To ensure that students always have an accurate and understood analysis of their strengths and areas for development, which is calibrated to the validated learning outcomes, approved assessment criteria and personal and professional objectives.
- To provide to external bodies and employers an agreed set of judgements about the strengths and development needs for both students and graduates in a clearly articulated curriculum context.

Formative feedback: is all feedback provided prior to the end of a module moderation process and doesn't include a mark. This includes verbal and textual feedback and comment given during studio critiques, presentations, seminars, small group discussions and individual tuition as well as advice given more generally in studio, classroom or workshop taught sessions. It is always an individual academic judgement (even where multiple academics are involved) and students should always be clear that the final module mark will be the result of an academic process of moderation which may

differ. Feedback should make clear reference to the agreed assessment criteria where and when possible.

Summative feedback and module grading: takes place at the end of a taught or independent study module, and after the end of module moderation meeting, and is accompanied by a mark (on the University 100 point scale). The mark given is supported by textual summative assessment feedback for the module and where necessary, is the subject of a student/staff feedback meeting. Summative assessment grades and feedback must be archived on Blackboard in the appropriate module repository. All feedback will make clear reference to the agreed assessment criteria where and when possible.

Further information can be found here: <http://secretariat.blogs.lincoln.ac.uk/academic-policies-2/>

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Arts with Honours (BA (Hons)) is 360.

Level 1

Title	Credit Rating	Core / Optional
Fashion Skills 1 2019-20	30	Core
Fashion Skills 2 2019-20	30	Core
Fashion and Communication 2019-20	30	Core
Contextual Studies 1 2019-20	30	Core

Level 2

Title	Credit Rating	Core / Optional
Creative Development 1 2020-21	30	Core
Creative Development 2 2020-21	30	Core
Fashion and Industry 2020-21	30	Core
Contextual Studies 2 2020-21	30	Core

Level 3

Title	Credit Rating	Core / Optional
Final Collection Stage 1 2021-22	30	Core
Final Collection Stage 2 2021-22	30	Core
Professional Profile 2021-22	30	Core
Contextual Studies 3 2021-22	30	Core

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
Contextual Studies 1 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
Fashion and Communication 2019-20					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Fashion Skills 1 2019-20		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Fashion Skills 2 2019-20		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
										PO13	PO14	PO15	PO16
Contextual Studies 1 2019-20									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Fashion and Communication 2019-20									<input checked="" type="checkbox"/>				
Fashion Skills 1 2019-20													
Fashion Skills 2 2019-20													

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
Contextual Studies 2 2020-21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
Creative Development 1 2020-21		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Creative Development 2 2020-21		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Fashion and Industry 2020-21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
										PO13	PO14	PO15	PO16
Contextual Studies 2 2020-21									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Creative Development 1 2020-21										<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

Creative Development 2 2020-21	✓	✓	✓	✓
Fashion and Industry 2020-21	✓	✓		✓

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Contextual Studies 3 2021-22	✓	✓	✓	✓	✓	✓	✓		✓			
Final Collection Stage 1 2021-22		✓	✓		✓	✓	✓	✓	✓		✓	✓
Final Collection Stage 2 2021-22		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Professional Profile 2021-22		✓	✓		✓	✓	✓	✓		✓		

	PO13	PO14	PO15	PO16
Contextual Studies 3 2021-22	✓	✓	✓	✓
Final Collection Stage 1 2021-22	✓	✓	✓	✓
Final Collection Stage 2 2021-22	✓	✓	✓	✓
Professional Profile 2021-22	✓	✓	✓	✓

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Contextual Studies 1 2019-20												
Fashion and Communication 2019-20												
Fashion Skills 1 2019-20												
Fashion Skills 2 2019-20												
	13	14	15	16	17	18	19	20	21	22	23	24
Contextual Studies 1 2019-20												
Fashion and Communication 2019-20												
Fashion Skills 1 2019-20												
Fashion Skills 2 2019-20												
	25	26	27	28	29	30	31	32	33	34	35	36
Contextual Studies 1 2019-20								100				
Fashion and Communication 2019-20						100						
Fashion Skills 1 2019-20						100						
Fashion Skills 2 2019-20						100						
	37	38	39	40	41	42	43	44	45	46	47	48
Contextual Studies 1 2019-20												
Fashion and Communication 2019-20												
Fashion Skills 1 2019-20												
Fashion Skills 2 2019-20												
							49	50	51	52	EP 1 (Wk)	EP 2 (Wks)

											16)	33, 34, 35)
Contextual Studies 1 2019-20												
Fashion and Communication 2019-20												
Fashion Skills 1 2019-20												
Fashion Skills 2 2019-20												

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Contextual Studies 2 2020-21												
Creative Development 1 2020-21												
Creative Development 2 2020-21												
Fashion and Industry 2020-21												

	13	14	15	16	17	18	19	20	21	22	23	24
Contextual Studies 2 2020-21												
Creative Development 1 2020-21												
Creative Development 2 2020-21												
Fashion and Industry 2020-21												

	25	26	27	28	29	30	31	32	33	34	35	36
Contextual Studies 2 2020-21								100				
Creative Development 1 2020-21						100						
Creative Development 2 2020-21						100						
Fashion and Industry 2020-21						100						

	37	38	39	40	41	42	43	44	45	46	47	48
Contextual Studies 2 2020-21												
Creative Development 1 2020-21												

Creative Development 2 2020-21													
Fashion and Industry 2020-21													
								49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Contextual Studies 2 2020-21													
Creative Development 1 2020-21													
Creative Development 2 2020-21													
Fashion and Industry 2020-21													

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Contextual Studies 3 2021-22												
Final Collection Stage 1 2021-22											100	
Final Collection Stage 2 2021-22												
Professional Profile 2021-22												
	13	14	15	16	17	18	19	20	21	22	23	24
Contextual Studies 3 2021-22												
Final Collection Stage 1 2021-22												
Final Collection Stage 2 2021-22												
Professional Profile 2021-22												
	25	26	27	28	29	30	31	32	33	34	35	36
Contextual Studies 3 2021-22								100				
Final Collection Stage 1 2021-22												
Final Collection Stage 2 2021-22						100						

Professional Profile 2021-22						100							
	37	38	39	40	41	42	43	44	45	46	47	48	
Contextual Studies 3 2021-22													
Final Collection Stage 1 2021-22													
Final Collection Stage 2 2021-22													
Professional Profile 2021-22													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Contextual Studies 3 2021-22													
Final Collection Stage 1 2021-22													
Final Collection Stage 2 2021-22													
Professional Profile 2021-22													

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

Subject Specific Intellectual Skills

Subject Specific Practical Skills

Transferable Skills and Attributes

Appendix IV: Benchmark Benchmark Statement(s)