

HNC in Art and Design (Fashion and Textiles) RQF
HND in Art and Design (Fashion) RQF
HND in Art and Design (Textiles) RQF

1	Key Dates	Date of Production:	Latest Revision Date:
		January 2017	June 2017
2	Programme Area	Faculty of Art and Creative Industries (Bradford School of Art)	
3	Awarding Organisation	Pearson Education Ltd	
4	Teaching Institution	Bradford College	
5	Precise title of the final award	BTEC Level 4 Higher National Certificate in Art and Design (Fashion and Textiles) BTEC Level 5 Higher National Diploma in Art and Design (Fashion) BTEC Level 5 Higher National Diploma in Art and Design (Textiles)	
6	Programme title	BTEC Level 4 Higher National Certificate in Art and Design (Fashion and Textiles) BTEC Level 5 Higher National Diploma in Art and Design (Fashion) BTEC Level 5 Higher National Diploma in Art and Design (Textiles)	
7	Details of Accreditation	Pearson	
8	FHEQ Level <i>(does not apply to HNC)</i>	HNC Level 4 HND Level 5	
9	UCAS Code		
10	Mode of Attendance and normal duration of the	HNC Full Time 1 year HNC Part Time 2 years HND Full Time 2 years HND Part Time 4 years	
11	Relevant QAA Subject Benchmark Statements		
12	Criteria for Admission to	<u>Full Time and Part Time</u>	

	<p>the Programme</p>	<ul style="list-style-type: none"> • 2017 entry: 80 UCAS points • A BTEC or UAL Level 3 qualification in Art and Design • A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent) • Other related Level 3 qualifications • An Access to Higher Education Certificate awarded by an approved further education institution • A BTEC Foundation Diploma in Art and Design • Related work experience • An international equivalent of the above. <p>Non-standard applicants will be required to produce evidence of their ability to study at the Higher Education level. Short-course and relevant work experience may be taken into account. Non-standard applicants may be interviewed and may be required to complete a piece of written work as part of their application. Claims for Recognition of Prior Learning (RPL) are welcomed by the College. Students should consult the admissions tutor if they wish to claim such recognition.</p> <p>International students are additionally required to achieve an overall score of 5.5 (with each subset no lower than 5.5) in IELTS. Please consult the admissions department for further details</p>
<p>13</p>	<p>Educational Aims of the Programme</p>	<p>The Educational aims of the programme are embedded in the strategic direction of the College, the University Centre and the Faculty of Arts and Creative Industries. The themes of employment, enterprise and innovation run strong throughout our strategies.</p> <p>The Bradford College mission “Working together to create a better future for all through education, enterprise and employment.”</p> <p>The College vision for 2020 In 2020, Bradford College will be:</p> <ul style="list-style-type: none"> • Delivering an outstanding student experience • Supporting employability, enterprise and innovation • Placing people and communities at the centre of our values • Maintaining a dynamic and sustainable college • Growing our reputation and influence • Participating in the development of the Bradford College Group <p style="text-align: right;">Bradford College Strategy 2015 – 2020</p>

The Faculty Strategy supports the College strategy by focusing considerable emphasis on the employability of our students and employment links the Faculty has with a range of employers within the Art and Creative Industry Sector in Yorkshire and beyond. As such our strategic objectives include:-

- **To have implemented a focussed curriculum that meets the needs of the student, employers and the creative economy.**
- **(Re)position Bradford School of Art and The Northern School of Creative Industries in order to create a strong reputation externally; locally, regionally and nationally.**

This HN programme is designed to facilitate and operationalise the strategy through the application of theory, knowledge and skills to real world projects and problems through the range of modules and assessments designed to develop and assess the students.

BTEC Higher Nationals are designed to:-

“..provide specialist work-related learning, reflecting the requirements of employers and professional organisations and meeting the National Occupational Standards for each sector or industry.”

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals.html>

Aims

“...of the BTEC Higher Nationals in Art and Design The purpose of BTEC Higher Nationals in Art and Design is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the creative industries sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them. This qualification has been designed to meet the needs of the contemporary creative industries. This dynamic and rapidly changing sector of the global economy covers a wide range of subjects, including those of art and design. The pathways of this qualification are intended to provide students with opportunities to explore the creative industries through a focused curriculum that prepares them for further degree-level studies or working in the industry.”

The objectives of the BTEC Higher Nationals in Art and Design are as follows:

- To equip students with art and design skills, knowledge and the understanding necessary to achieve high performance in the global creative industriesector.
- To support students to develop their capacity for creative thinking and to recognise its value in the creative industries and beyond.
- To provide students with the skills to communicate their ideas and creative output through visual, written and oral presentation.
- To provide education and training for a range of careers in creative industries, including Graphic Design, Photography, Fashion, Textiles, Product Design, Interior Design, and Arts Practice.
- To provide students with an understanding of the way technologies are transforming

	<p>the creative industries, and prepare them to work with these technologies.</p> <ul style="list-style-type: none"> • To provide insight and understanding into diversity of roles within the creative industries, recognising the importance of collaboration at all levels. • To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values. • To provide opportunities for students to enter or progress in employment in creative industries, or progress to higher education qualifications; such as an Honours degree in art and design subjects or a related area. • To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives. • To support students to understand the local, regional and global context of creative industries and, for those students with a global outlook, to aspire to international career pathways. • To provide students with opportunities to address contemporary issues facing the industry, and society at large; with particular emphasis on sustainability and the environment, recognising the role that creative industries play in addressing these issues. • To provide opportunities for students to achieve vendor accredited certifications. • To allow flexibility of study and to meet local or specialist needs. • To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations. • To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.
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14	<p>Programme Learning Outcomes</p> <p>The below mentioned programme learning outcomes have been informed by the FHEQ Level 5 descriptors.</p>
	<p>On successful completion of the programme, the student will be able to demonstrate the following:</p>
	<p>Knowledge and Understanding</p>
KU1	<p>Knowledge and understanding of the fundamental principles and practices of the contemporary global creative industries.</p>
KU2	<p>Knowledge and understanding of the external creative industries environment and its impact upon local, national and global levels of strategy, behaviour, management and sustainability.</p>

KU3	Understanding and insight into different art & design practices, their diverse nature, purposes, structures and operations and their influence upon the external environment.
KU4	A critical understanding of the ethical, legal, professional, and operational frameworks within which the creative industries operate.
KU5	A critical understanding of processes, procedures and practices for effective management of products, services and people.
KU6	A critical understanding of the evolving concepts, theories and models within the study of art & design across a range of practical and hypothetical scenarios.
KU7	An ability to evaluate and analyse a range of concepts, theories and models to make appropriate art & design decisions.
KU8	An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development.
KU9	Knowledge and understanding of how the key aspects of how the creative industries influence the development of people and businesses.
KU10	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.
Cognitive and Intellectual Skills	
CS1	Apply knowledge and understanding of essential concepts, principles and models within the contemporary global creative industries.
CS2	Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successfully meet objectives.
CS3	Critically evaluate current principles of the creative industries, and their application to problem-solving.
CS4	Apply project management tools/techniques for reporting and planning, control and problem solving.
CS5	Critique a range of art & design technology systems and operations and their application to maximise and successfully meet strategic objectives.
CS6	Interpret, analyse and evaluate a range of data, sources and information to inform evidence based decision- making.
CS7	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real world creative industries scenarios.
CS8	Evaluate the changing needs of the creative industries and have confidence to self-evaluate and undertake additional CPD as necessary.
Applied Skills	
AS1	Evidence the ability to show client relationship management and develop appropriate policies and strategies to meet stakeholder expectations.
AS2	Apply innovative art & design ideas to develop and create new products or services that respond to the changing nature of the creative industries.
AS3	Integrate theory and practice through the investigation and examination of practices in the workplace.

AS4	Develop outcomes for clients/businesses using appropriate practices and data to make justified recommendations.
AS5	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts.
Key Transferable Skills	
TS1	Develop a skill-set to enable the evaluation of appropriate actions taken for solving problems in a specific art & design context.
TS2	Self-reflection, including self- awareness; the ability to become an effective independent student and appreciate the value of the self- reflection process.
TS3	Competently use digital literacy to access a broad range of research sources, data and information.
TS4	Communicate confidently and effectively, both orally and in writing both internally and externally with creative industries professionals and other stakeholders.
TS5	Communicate ideas and arguments in an innovative manner using a range of digital media.
TS6	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate.
TS7	Identify personal and professional goals for Continuing Professional Development to enhance competence to practice within a chosen creative industries field.
TS8	Take advantage of available pathways for Continuing Professional Development through higher education and Professional Body Qualifications.
TS9	Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem solving strategies.
TS10	Reflect adaptability and flexibility in approach to art & design; showing resilience under pressure and meeting challenging targets within given deadlines.
TS11	Use quantitative skills to manipulate data, evaluate and verify existing theory.
TS12	Emotional intelligence and sensitivity to diversity in relation to people and cultures.

15	<p>Key Learning & Teaching Strategy Methods</p> <p>The learning and teaching strategy for HNC Art and Design (Fashion and Textiles), HND Art and Design (Fashion) and HND Art and Design (Textiles) is explicitly designed to contribute to the achievement of intended learning outcomes which are clearly expressed at programme and unit level.</p> <p>The course is chiefly studio-based with teaching and learning taking place through a range of methods including studio practice, group work, workshop demonstrations, seminars, tutorials,</p>
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	<p>lectures, group critiques, external live briefs, visits, trips, independent research and experimental practice.</p> <p>The ethos of the course encourages an active and collaborative approach to learning that is developmental; increasing in independence and self-managed learning throughout the levels of the programme. This is facilitated through project based learning that increases autonomy through individual research topics and negotiated, self-written briefs.</p> <p>The programme encourages a strong focus on the acquisition of technical, intellectual and creative skills, knowledge and understanding, enabling experimentation and innovation and the formulation of visual and verbal strategies and languages to generate and communicate ideas. We also foster creative, critical and reflective thinking and understanding, the ability to interrelate theory and practice and a broad understanding of the fashion design industries/professions.</p> <p>The use of VLE is invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.</p> <p>We have a random lecture programme which features experts from a wide range of industries. The students are also encouraged to attend trips that add value to the learning experience.</p>
16	<p>Key Assessment Strategy/Methods</p> <p>The programme assessment strategy was developed with reference to the College HE learning, teaching and assessment strategy 2014-20 and the College's HNC/D regulations May 2016.</p> <p>The assessment process for HNC Art and Design (Fashion and Textiles), HND Art and Design (Fashion) and HND Art and Design (Textiles) programmes reflect both the aims and learning objectives of the programme and establishes clear links with the underlying philosophy of the teaching and learning strategy.</p> <p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the individual modules. The most common method for practical modules is the presentation of a body of work in portfolio or exhibition form, supported by preparatory work, sketchbooks and learning journals. Other methods of assessment include technical files, and a portfolio of designed and made handcrafted textile experiments and sampling, essays, seminars, reports and critical appraisals.</p>

Detailed written and verbal feedback forms an integral part of our teaching, learning and assessment strategy. Formative feedback is delivered through tutorial support and mid-point critiques or reviews. Summative feedback is provided in a written format with the opportunity for further verbal clarification.

Students are given the opportunity to receive feedback from their peers via critiques and reviews. The feedback is verbal and on occasions written down.

There will be two specific weeks assigned to each semester in which students are given specific times to come in for each unit to receive feedback on their summative pieces of work. Students are given a minimum of one assignment brief for each unit.

Each unit has a set of assessment criteria which the student must demonstrate to achieve a pass grade. Students are given an assessment plan at the beginning of the course which gives them a visual reference point in regards to the amount of work that will be required of them at this level and most importantly gives them an overview of the various deadlines they have. This is essential in terms of the students being able to manage their work load and set themselves particular goals and objectives.

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment tools appropriate to the unit and its content. Taking a holistic view of assessment, ensuring a balanced assessment approach with consideration given to the subject being tested and what is in the best interests of students.

Assessment methods vary across the course and include inter alia:

- Portfolio of technical experiments and sampling
- Personal Development Plan
- Exhibition
- Proposals
- Presentation of strategies and proposals
- Critical appraisal
- Peer assessment
- Business planning
- Research journal
- Sketchbooks

17 Programme Units
HNC in Art and Design (Fashion and Textiles) - Level 4 (Total 120 credits)
HND in Art and Design (Fashion) Level 4 (Stage 1, 120 credits)
HND in Art and Design (Textiles) Level 4 (Stage 1, 120 credits)

Pearson Code	Title	Credits	Level	Mandatory Core (MC) or Centre Selected Specialist Option (CSSO)
L/615/3512	1 Professional Development	15	4	Core Unit - Mandatory
R/615/3513	2 Contextual Studies	15	4	Core Unit - Mandatory
Y/615/3514	3 Individual Project (Pearson Set Assignment)	15	4	Core Unit - Mandatory
D/615/3515	4 Techniques and Processes	15	4	Core Unit - Mandatory
H/615/3645	7 Computer Aided Design (CAD)	15	4	Specialist Unit - Mandatory
M/615/3518	8 Pattern Cutting and Garment Making	15	4	Centre selected specialist unit
T/615/3519	9 Fashion and Textiles Practices	15	4	Specialist Unit - Mandatory
A/615/3540	30 Surface Design	15	4	Centre selected specialist unit

HND in Art and Design (Fashion) Level 5 (Stage 2, 120 credits)

Pearson Code	Title	Credits	Level	Mandatory Core (MC) or Centre Selected Specialist Option (CSSO)
J/615/3542	32 Professional Practice	15	5	Core Unit - Mandatory
R/615/3544	33 Applied Practice Collaborative Project (Pearson-set)	30	5	Core Unit - Mandatory
H/615/3547	36 Advanced Fashion Studies	30	5	Specialist Unit - Mandatory
R/615/3558	46 Technical Drawing	15	5	Centre selected specialist unit
Y/615/3559	47 Branding and Identity	15	5	Centre selected specialist unit
T/615/3598	61 Creative Entrepreneurship	15	5	Optional Unit (Selected by centre)

HND in Art and Design (Textiles) Level 5 (Stage 2, 120 credits)

Pearson Code	Title	Credits	Level	Mandatory Core (MC) or Centre Selected Specialist Option (CSSO)
J/615/3542	32 Professional Practice	15	5	Core Unit - Mandatory
R/615/3544	33 Applied Practice Collaborative Project (Pearson-Set)	30	5	Core Unit - Mandatory
K/615/3548	37 Advanced Textile Studies	30	5	Specialist Unit - Mandatory
R/615/3561	48 Conceptual Practice	15	5	Centre selected specialist unit
T/615/3598	61 Creative Entrepreneurship	15	5	Centre selected specialist unit
R/615/3589	62 Trend forecasting	15	5	Centre selected specialist unit

18 Programme Structure

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Unit Learning Hours (ULH)**.

- **Unit Learning Hours (ULH)** represent the total hours that a student needs to achieve the required learning outcomes, for a given Unit.

- **Total Qualification Time (TQT)** is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

ULH contribute to the overall Total Qualification Time (TQT). TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a 150 Unit Learning Hours (ULH); including 60 hours of Guided Learning.

Total Qualification Time (TQT) Higher National Certificate (HNC) = 1,200

Total Qualification Time (TQT) Higher National Diploma (HND) = 2,400
(Pearson BTEC Art and design Specification Issue 2)

The HNC programme has a total value of 120 credits and is equivalent to approximately 1200 hours total qualification time (TQT). The total guided learning (GL) for this programme is 480 hours.

The HND programme has a total value of 240 credits and is equivalent to approximately 2400 hours total qualification time (TQT). The total guided learning (GL) for this programme is 960 hours.

Full Time Structures:
HNC in Art and Design (Fashion and Textiles) - Level 4 (Total 120 credits)
HND in Art and Design (Fashion) Level 4 (Stage 1, 120 credits)
HND in Art and Design (Textiles) Level 4 (Stage 1, 120 credits)

Full Time - Year 1 – September Start	
Long and thin	
Professional Development	
Contextual Studies	
Individual Project (Pearson-set)	
Techniques and Processes	
Computer Aided Design (CAD)	
Pattern Cutting and Garment Making	
Fashion and Textiles Practices	
Surface Design	

HND in Art and Design (Fashion) Level 5 (Stage 2, 120 credits)
HND in Art and Design (Textiles) Level 5 (Stage 2, 120 credits)

Full Time - Year 2 – September Start	
HND in Art and Design (Fashion) Level 5 (Stage 2, 120 credits)	
Semester 3 (September)	Semester 4 (January)
Professional Practice	Creative Entrepreneurship
Technical Drawing	Branding & Identity
Applied Practice – Collaborative Project (Pearson-set)	
Advanced Fashion Studies	
HND in Art and Design (Textiles) Level 5 (Stage 2, 120 credits)	
Semester 3 (September)	Semester 4 (January)
Professional Practice	Creative Entrepreneurship
Advanced Textile Studies	
Applied Practice – Collaborative Project	
Conceptual Practice	
Trend Forecasting	

Part Time Structures:
HNC in Art and Design (Fashion and Textiles) - Level 4 (Total 120 credits)

Part Time - Year 1 – September Start
Long and thin
Contextual Studies
Techniques and Processes
Computer Aided Design (CAD)
Fashion and Textiles Practices
Part Time - Year 2 – September Start
Long and thin
Professional Development
Individual Project (Pearson-set)
Surface Design
Pattern Cutting and Garment Making

HND in Art and Design (Fashion) Level 5 (Stage 2, 120 credits)
HND in Art and Design (Textiles) Level 5 (Stage 2, 120 credits)

Part Time - September Start
HND in Art and Design (Fashion) Level 5 (Stage 2, 120 credits) – Year 3
Long and thin
Advanced Fashion Studies
Technical Drawing
Branding and Identity
HND in Art and Design (Fashion) Level 5 (Stage 2, 120 credits) – Year 4
Long and thin
Advanced Textile Studies
Conceptual Practice
Trend Forecasting
HND in Art and Design (Textiles) Level 5 (Stage 2, 120 credits) – Year 3
Long and thin
Professional Practice
Applied Practice Collaborative Project (Pearson-set)
Creative Entrepreneurship
HND in Art and Design (Textiles) Level 5 (Stage 2, 120 credits) – Year 4

Long and thin
Professional Practice
Applied Practice
Creative Entrepreneurship

19 Support for Students and Their Learning – College and Programme LevelCollege

Bradford Student Health Service is a dedicated NHS GP service specialising in Student Health Services. The Health Service provides a confidential and comprehensive service of health care, with access to specialist facilities. Students who live in the practice area can register with one of the doctors and make full use of the service.

Additional Learning Support (Disabilities and Difficulties) look after the learning support needs of all students with disabilities or difficulties in College, irrespective of their programme of study. They provide support and guidance for students, whilst developing close links with course and programme tutors to ensure that the support we put in place is appropriate to the students' individual needs and the requirements of the course.

Programme

The programme is managed by a programme leader, who will support you with ensuring that you meet the programme aims alongside the awarding body expectations for quality. The induction programme introduces the student to the College and relevant Awarding Body (Pearson Education Ltd) policies, procedures and expectations of your programme.

Each student will have a personal tutor, responsible for support and guidance, who will support you with tracking progress throughout the programme. Personal Development Planning (PDP) integrated into all programmes via the VLE, providing you feedback on formative and summative assessments.

The Faculty of Arts and Creative Industries care for their students exceptionally well.

There is a comprehensive induction programme for all entrants which lasts one week. By the end of this week students will be introduced to their tutors, know the key facts about their programme of study and environment, but more importantly, have made new friends. The induction process is repeated in years 2, but on a lesser scale. The induction process will be revisited on a regular basis throughout the course to ensure that academic and soft skills are developed and reinforced at all times.

Student support sessions are negotiated with the team on a weekly basis. At these sessions staff from various points of support (i.e. the library and the academic advisors from the students union) are present. This is a drop-in support session so there are no appointments needed.

The department, unusually, operates an "open-door" policy so students should feel comfortable in approaching a tutor if they have a question or problem. A unit leader will be designated for every unit that students study. In addition, a programme leader is assigned to each year group.

	<p>The Programme leader provides pastoral care and can discuss any issues that may arise, but cannot be rectified at unit level.</p>
<p>20</p>	<p>Distinctive Features</p> <p>The course is characterised by a strong emphasis on visual presentation, which is backed up by the wealth of subject specialist knowledge and technical expertise on offer from the staff team of lecturers and technicians. This well-resourced programme is also characterised by its commitment to independent, student-centred and deep learning and to widening participation. This commitment is evidenced by our teaching and learning strategies and by the diversity, flexibility and broad based provision offered by the programme. We are committed to, and recognised for, the ‘distance travelled’ by our students and the development of confident, diverse, critically aware and reflective creative practitioners.</p> <p>The programme and wider School offers a supportive, friendly and constructive environment, within which students are challenged and enabled to take responsibility for their own learning, to develop their individual profiles and interests, to realise their potential and to achieve their personal, creative, professional and academic goals.</p> <p>The distinctive features of our course are both necessitated by, and reinforce, our commitment to widening participation. This is evidenced by our student body, many of whom come from non-traditional learning backgrounds. We have a large number of mature students as well as 18-25 year olds and our students come from a range of social and ethnic backgrounds. This makes for a rich, diverse and dynamic student body, each member of which brings something different and valuable to the collective student experience.</p> <p>The course and the school also has access to, and productive relationships with, a number of important cultural institutions in the region, including The Bradford Textile Society, The National Media Museum, Cartwright Hall, The Yorkshire Craft Centre, South Square Gallery, Impressions Gallery and Fabric (all in Bradford), Dean Clough in Halifax and The City Art Gallery and the Henry Moore Institute in Leeds. We also have links with regional textile industry and designer makers. The Unique Bradford Textile Archive / Ulita Textile Archive give opportunities to study Textile Heritage and Industry designs/Trends and Techniques in detail.</p> <p>There is the opportunity for students completing the course to show work alongside BA graduates both in Bradford and at the New Designers Graduate showcase, at the Business Design Centre, London.</p> <p>The course is enriched by both guest lecturers that have included Margo Selby, Pretti Gilani, Gill Craven as well as the opportunity to go on Europeans study trips to Paris, Venice and Milan. More local trips include visits to local textile manufacturers including Abraham Moon and Sons.</p>

	<p>The course also has links with Thomas Ramsdens, Heritage Cashmere and others which provide valuable careers awareness, design and manufacturing process study and gives students the ability to contextualise their work within the market place and Industry.</p>
21	<p>Regulation of Assessment</p> <p>Assessment regulations are as published by the College and are in accordance with guidance provided by Pearson/Edexcel. Regulations relevant to this programme of study are published in the student programme handbook.</p>
22	<p>Indicators of Quality and Standards</p> <p>Annual review and monitoring will be conducted in line with college regulations and Pearson requirements using college and awarding body processes. The full cycle of review will take place and is identified in the scheme calendar.</p> <p>The cycle includes critical review of unit and programme evaluation by students and staff and annual Student Experience Surveys (SES).</p>
23	<p>The Role of the Awarding Body</p> <p>As the awarding body, Pearson provides a programme of BTEC Higher Nationals offering specialist vocational study at Levels 4 and 5 which reflects the requirement of professional organisations and meets the National Occupational Standards for each sector or industry.</p> <p>BTEC Higher Nationals are directly available from Pearson as RQF qualifications. To offer BTEC Higher Nationals colleges must have both Centre and Qualification Approval.</p> <p>Pearson operates a quality assurance system for all BTEC Higher National programmes which ensures that centres have effective quality assurance processes to review programme delivery and that the outcomes of assessment are to national standards.</p>
24	<p>External Examination</p> <p>Pearson assures itself of the standard of provision offered at the College through a series of quality assurance activities, including external examining.</p> <p>An independent academic, appointed by Pearson/BTEC, visits the College and assures themselves and Pearson/BTEC (via an annual report) of the quality of facilities, academic delivery and student achievement against described standards.</p>

Map of Outcomes to Units
HNC in Art and Design (Fashion and Textiles) - Level 4 (Total 120 credits)
HND in Art and Design (Fashion) Level 4 (Stage 1, 120 credits)
HND in Art and Design (Textiles) Level 4 (Stage 1, 120 credits)

Unit Number and Level	KU1	KU2	KU3	KU4	KU5	KU6	KU7	KU8	KU9	KU10	CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	AS1	AS2	AS3	AS4	AS5	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10	TS11	TS12			
Unit 1: Professional Development	x	x	x	x	x	x		x	x	x	x	x		x		x		x		x		x		x	x	x			x	x	x	x		x	x			
Unit 2: Contextual Studies		x	x			x	x									x										x										x		
Unit 3: Individual Project (Pearson Set Assignment)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x			x	x				
Unit 4: Techniques and Processes	x		x			x	x			x	x		x		x	x	x		x	x		x	x	x	x	x	x							x	x			
Unit 7: Computer Aided Design	x		x			x	x			x	x		x		x	x	x		x	x		x	x	x			x							x	x			
Unit 8: Pattern Cutting and Garment Making	x		x			x	x			x	x		x		x	x	x		x	x		x	x	x			x							x	x			
Unit 9: Fashion and Textiles Practices	x		x			x	x			x	x		x		x	x	x		x	x		x	x	x	x	x	x							x	x			
Unit 30: Surface Design	x		x			x	x			x	x		x		x	x	x		x	x		x	x	x			x								x			

HND in Art and Design (Fashion) Level 5 (Stage 2, 120 credits) HND in Art and Design (Textiles) Level 5 (Stage 2, 120 credits)																																				
Unit Number and Level	KU1	KU2	KU3	KU4	KU5	KU6	KU7	KU8	KU9	KU10	CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	AS1	AS2	AS3	AS4	AS5	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10	TS11	TS12	
Unit 32: Professional Practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x		x		x	x	x	x	x	x	x	x	x		x	x		
Unit 33: Applied Practice Collaborative Project (Pearson-Set)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Unit 36: Advanced Fashion Studies	x		x			x	x			x	x		x		x	x	x		x	x	x	x	x	x	x	x							x	x	x	
Unit 37: Advanced Textiles Studies	x		x			x	x			x	x		x		x	x	x		x	x	x	x	x	x	x	x							x	x	x	
Unit 46: Technical Drawing	x		x			x	x			x	x		x		x	x	x		x		x	x	x	x		x	x						x	x		
Unit 47: Branding and Identity	x		x			x	x			x	x		x		x	x	x		x	x	x	x	x	x		x	x	x	x				x			
Unit 48: Conceptual Practice	x		x			x	x			x	x		x			x	x		x	x	x	x	x	x		x	x	x						x		
Unit 61: Creative Entrepreneurship	x	x	x		x	x	x		x	x	x	x	x			x	x		x		x		x	x	x	x		x	x	x	x					
Unit 62: Trend forecasting	x		x			x	x			x	x	x			x	x	x		x			x	x	x		x	x							x	x	x

Assessment Plan

Programme Number & Title

L4 HNC Art and Design (Fashion and Textiles) L5 HND Fashion/Textiles

Unit No & Title	Assignment No & Title	Assessment Method	Assessment Criteria	Hand Out Date	Formative Feedback Date	Hand In Date	Summative Assessment Date
Year 1							
Unit 1: Professional Development		Part 1: Research Portfolio Part 2: Presentation Part 3: Personal Development Plan Part 4: Viva Voce	1, 2, 3, 4	18/09/2017	Part 1: 16/10/2017 Part 2: 06/11/2017 Part 3: 12/03/2018 Part 4: 26/03/2018	Part 1: 30/10/2017 Part 2: 20/11/2017 Part 3: 26/03/2018 Part 4: 23/04/2018	Part 1: 13/11/2017 Part 2: 04/12/2018 Part 3: 16/04/2018 Part 4: 30/04/2018
Unit 2: Contextual Studies		Parts 1 & 2: Presentation Parts 3 & 4: Research Portfolio	1, 2, 3, 4	18/09/2017	Parts 1 & 2: 27/11/2017 Parts 3 & 4: 26/03/2018	Parts 1 & 2: 11/12/2017 Parts 3 & 4: 16/04/2018	Parts 1 & 2: 03/01/2017 Parts 3 & 4: 30/04/2018
Unit 3: Individual Project		All parts: Written portfolio with verbal presentation	1, 2, 3, 4	18/09/2017	16/04/2018	30/04/2018	14/05/2018

Unit 4: Techniques and Processes		All parts: Portfolio	1, 2, 3, 4	18/09/2017	22/01/2018	19/02/2018	05/03/2018
Unit 7: Computer Aided Design		Parts 1: Presentation Parts 2 & 3: Portfolio Part 4: Evaluation	1, 2, 3, 4	18/09/2017	Part 1: 16/10/2017 Parts 2 & 3: 05/03/2018 Part 4: 29/03/2018	Part 1: 06/11/2017 Parts 2 & 3: 26/03/2018 Part 4: 23/04/2018	Part 1: 20/11/2017 Parts 2 & 3: 09/04/2018 Part 4: 07/05/2018
Unit 8: Pattern Cutting and Garment Making		All parts: Research Journal/Portfolio	1, 2, 3, 4	18/09/2017	26/03/2018	16/04/2018	30/04/2018
Unit 9: Fashion and Textiles Practices		Parts 1-3: Research Journal/Portfolio Part 4: Evaluation	1, 2, 3, 4	18/09/2017	Parts 1-3: 26/03/2018 Part 4: 27/04/2018	Parts 1-3: 23/04/2018 Part 4: 08/05/2018	Parts 1-3: 07/05/2018 Part 4: 14/05/2018
Unit 30: Surface Design		Parts 1 & 2: Portfolio Parts 3 & 4: Strategy and Proposal	1, 2, 3, 4	18/09/2017	Parts 1 & 2: 27/11/2017 Parts 3 & 4: 22/01/2018	Parts 1 & 2: 11/12/2017 Parts 3 & 4: 19/02/2018	Parts 1 & 2: 03/01/2018 Parts 3 & 4: 05/03/2018
Year 2 (Both Fashion and Textiles)							
Unit 32: Professional Practice		Part 1: Skills audit Parts 2 & 3: Portfolio Part 4: Presentation	1, 2, 3, 4	24/09/2018	Part 1: 15/10/2018 Parts 2 & 3: 25/02/2019 Part 4: 25/03/2019	Part 1: 29/10/2018 Parts 2 & 3: 11/03/2019 Part 4: 08/04/2019	Part 1: 12/11/2018 Parts 2 & 3: 25/03/2019 Part 4: 29/04/2019
Unit 33: Applied Practice Collaborative Project		Part 1: Skills audit Parts 2 & 3: Portfolio Part 4: Critical Evaluation	1, 2, 3, 4	24/09/2018	Part 1: 15/10/2018 Parts 2 & 3: 08/04/2019 Part 4: 18/04/2019	Part 1: 29/10/2018 Parts 2 & 3: 22/04/2019 Part 4: 03/05/2019	Part 1: 12/11/2018 Parts 2 & 3: 06/05/2019 Part 4: 17/05/2019

Unit 61: Creative Entrepreneurship		Parts 1 & 2: Research Journal Part 3: Presentation of Business Plan Part 4: Evaluation	1, 2, 3, 4	24/09/2018	Parts 1 & 2: 05/11/2018 Part 3: 11/03/2019 Part 4: 25/03/2019	Parts 1 & 2: 19/11/2018 Part 3: 25/03/2019 Part 4: 08/04/2019	Parts 1 & 2: 03/12/2018 Part 3: 08/04/2019 Part 4: 22/04/2019
Year 2 (Textiles)							
Unit 37: Advanced Textiles Studies		Part 1: Research journal Parts 2 & 3: Portfolio Part 4: Exhibition	1, 2, 3, 4	24/09/2018	Part 1: 22/10/2018 Parts 2 & 3: 05/03/2019 Part 4: 03/05/2019	Part 1: 05/11/2018 Parts 2 & 3: 19/03/2019 Part 4: 14/05/2019	Part 1: 12/11/2018 Parts 2 & 3: 26/03/2019 Part 4: 24/05/2019
Unit 48: Conceptual Practice		Part 1: Research Journal Parts 2 & 3: Portfolio Part 4: Viva Voce	1, 2, 3, 4	24/09/2018	Part 1: 22/10/2018 Parts 2 & 3: 25/03/2019	Part 1: 05/11/2018 Parts 2 & 3: 08/04/2019 Part 4: 15/04/2019	Part 1: 19/11/2018 Parts 2, 3 & 4: 22/04/2019
Unit 62: Trend Forecasting		All parts: Research journal/Portfolio	1, 2, 3, 4	24/09/2018	11/03/2019	25/03/2019	01/04/2019
Year 2 (Fashion)							
Unit 36: Advanced Fashion Studies		Parts 1-3: Research Journal/Portfolio Part 4: Exhibition	1, 2, 3, 4	24/09/2018	Parts 1-3: 05/03/2019 Part 4: 03/05/2019	Parts 1-3: 19/03/2019 Part 4: 14/05/2019	Parts 1-3: 26/03/2019 Part 4: 24/05/2019
Unit 46: Technical Drawing		All parts: Portfolio	1, 2, 3, 4	24/09/2018	04/02/2019	18/02/2019	25/02/2019
Unit 47: Branding and Identity		All Parts: Research journal/Portfolio	1, 2, 3, 4	24/09/2018	04/03/2019	18/03/2019	01/04/2019