

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	BA (Hons) Costume Design and Making BA (Hons) Costume Design and Making with Foundation Year BA (Hons) Costume Design and Making (Top-Up)
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	Fashion, Textiles & Costume
<b>Award Title (including separate Pathway Award Titles where offered):</b>	BA (Hons) Costume Design and Making
<b>Pathways (if applicable)</b>	
<b>FHEQ level of final award:</b>	6
<b>Other award titles available (exit qualifications):</b>	Certificate of Higher Education Diploma of Higher Education BA Costume Design and Making
<b>Accreditation details:</b>	
<b>Length of programme:</b>	3 years 4 years with Foundation Year 1 year Top-Up
<b>Mode(s) of Study:</b>	Full Time
<b>Mode of Delivery:</b>	In person (on-site) delivery
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	Art & Design (2020)
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	
<b>Course Code(s):</b>	BACOSTFT / BACOSTFY / BACOSTTU
<b>UCAS Code(s):</b>	
<b>Approval date:</b>	1 December 2022
<b>Date of last update:</b>	January 2025

## 2. Programme Summary

Creativity, innovation, critical, independent thinking and the development of your personal design philosophy are at the core of this Costume Design and Making programme. The course aims to develop your knowledge and skills in costume design on both an artistic and professional level. You will be encouraged to research, interpret and develop your own appreciation of the use of traditional techniques, new technologies, materials and innovative

design solutions and apply your knowledge and understanding to the range of professional environments where your practice can be developed, from film and television productions, to theatre and media performances. Across the duration of your course, you will learn approaches that will enable you to understand the design process from concept, through design to production and product placement.

Level 4 will deliver the core fundamentals, including contextual studies, 2D and 3D, pattern cutting, manufacturing, illustration and introducing you to a range of processes and materials, and importantly, to apply these skills into character representation through script and story interpretation.

Level 5 will continue to develop you, with a focus on the fashion, theatre and film industry, through a series of design and live industry projects, advanced pattern cutting, manufacturing, processes and materials workshops. Level 5 will include a professional studies module, which will begin to build industry ready portfolios whilst developing project management and promotional skills. It will also offer a deeper understanding of contextual issues, including social and ethical implications of costume design and making for the creative industries, which will help you to build your design philosophy.

Level 6 will enable you to develop your aesthetic style, leading to the completion of a final collection, an industry ready portfolio and promotion package, as well as written work contextualising your practice, demonstrating your design philosophy and showing how your work is addressing social and ethical matters.

You will be graduating with the skills and experience in creative problem-solving strategies and techniques in pattern cutting, manufacturing, processes and materials, and a clear understanding of how these can be applied to create innovative and informed design solutions in response to a range of character briefs. Some practical workshops at Level 5 and 6 on this programme will be based at Pinewood Studios. Whilst all Level 4 delivery will be based at the BNU campus in High Wycombe, study trips and visit days organised will allow you to engage with the wider industry.

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Provide a context where learners can explore and develop their own creative identity as individual, innovative and effective costume designers and practitioners
2. Enable learners to understand, critically analyse and reflect on the cultural, political, social, ethical and historical issues relevant to costume design and the creative industries (film, theatre, performance)
3. Produce highly skilled individuals who can evidence creative strengths within contemporary professional practice with a clear understanding of how these can be used in developing their future careers or in research at postgraduate level
4. Facilitate communication skills in a variety of practical, visual, oral and written formats appropriate to contemporary costume design and making
5. Provide opportunities for professional engagement, collaboration and work-related learning experiences to support transition into industry

## Programme Learning Outcomes

### Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
<b>K1</b>	Demonstrate a systematic knowledge of the creative industries and the roles within costume design and associated crafts.
<b>K2</b>	Show evidence of highly skilled creative practice in your application of materials, technologies and processes appropriate to costume design and making.
<b>K3</b>	Demonstrate a critical awareness of key historical, social, cultural and political ideas pertaining to costume design, fashion, film and the creative industries contexts both globally and locally.
<b>K4</b>	Outline how scripts, texts and narratives are interpreted to realise design outcomes.
<b>K5</b>	Synthesise theoretical, technical and conceptual elements as part of the creative process.

### Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
<b>C1</b>	Analyse information through reflection, review and evaluation to form reasoned judgements and arguments.
<b>C2</b>	Articulate ideas and strategies demonstrating creative thinking, problem solving and risk taking.
<b>C3</b>	Evaluate and critique the professional and cultural contexts in which costume design practice can be located in the broader field of the creative industries.
<b>C4</b>	Apply the skills of analysis, reflection and self-criticism to yourself and your practice.
<b>C5</b>	Communicate information, argument and analysis effectively to specialist and non-specialist audiences.

### Application and Practice (P)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
<b>P1</b>	Develop concepts, skills and ideas for costume design for a range of audiences or consumers.
<b>P2</b>	Apply the technical and creative skills of sewing, tailoring, draping and associated techniques in relation to costume production.
<b>P3</b>	Adapt creative responses and processes to the requirements of a range of performance contexts.
<b>P4</b>	Demonstrate awareness of ethical and sustainable design practice from conception to production.

<b>P5</b>	Generate creative lines of enquiry in relation to themes, concepts and theories relevant to costume design practice.
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### Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>T1</b>	Manage responsibility for your participation in and contribution to effective group working and collaborative opportunities, taking a leading role where appropriate.
<b>T2</b>	Evidence the ability to position your work historically, culturally, socially and ethically and in relation to current practices and debates within your discipline.
<b>T3</b>	Demonstrate good professional practice in a variety of situations and contexts.
<b>T4</b>	Maximise your own learning and development, demonstrating your ability to solve problems and make creative and professional decisions while being open to change and challenge.
<b>T5</b>	Progress complex tasks through meeting deadlines and demonstrating appropriate self and time management.

### Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the practical application of acquired costume design knowledge and skills through reflective investigation using digital resources linked to costume practice and theory (K1-5). Learners apply what they have studied, creating portfolios that evidence design outcomes from concept narratives, demonstrating knowledge of the creative industries and technological innovations, whilst accessing relevant work experience to evidence learning in different settings (K1-5, P1-5).

Through a diverse range of costume projects, the attributes of creativity and commercial awareness are encouraged and practised, utilising a flexible approach to problem-solving and critical awareness (P1-5). The production of innovative costumes and design schemes are presented in industry contexts, articulating creative ideas and strategies to communicate risk-taking and skill development (C1-5).

Socially aware costume professionals apply ethical responsibilities and integrity to their projects, considering the environmental impact of their designs, practicing the challenges around sustainability, cultural awareness and global citizenship (T1-5).

Costume learners participate in teamworking and leadership to develop collaborative communication skills through curriculum-based projects, which encourage initiative and considered decision-making (T1-5). Industry level feedback enables learners to develop resilience and independence, taking responsibility for their own learning by practicing the ability to use criticism to develop their work and successfully progress (T1-5).

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- A typical offer will require a UCAS tariff score of: 88 - 112
- A minimum of two full A-levels (or equivalent) is required. Every application is considered on an individual basis.
- Applicants will need to complete an interview and/or demonstrate portfolio work, further guidance is given on the interview and portfolio advice pages.
- For further details of our international English entry requirements, please visit our international pages.
- Applicants who do not meet the minimum requirements for the three-year undergraduate programme, or those who do not feel fully prepared for a degree course, can apply for a four-year programme including a Foundation Year - UCAS Score 32-56

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

## 5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
<b>Foundation Year<sup>1</sup></b>	<p><b>Core modules:</b>                      CAD0008 Introduction to Fashion, Textiles and Costume Design: Materials, Processes, Techniques 20 credits                      CAD0002 Collaboration in Creative Practice 20 credits                      CAD0009 Fashion/Textiles/Costume advanced skills/techniques 20 credits                      CAD0010 Contextual Studies: Ideas, Concepts, Intro to research &amp; writing 20 credits                      CAD0005 Portfolio 20 credits                      CAD0011 Project 20 credits</p>	<b>N/A.</b> No credit is awarded at this Level.
<b>Level 4</b>	<p><b>Core modules:</b>                      CAD4003 Design Techniques and Concepts 20 credits                      CAD4001 Materials and Processes part 1 20 credits                      CAD4002 Materials and Processes part 2 20 credits                      CAD4005 Textiles for Costume 20 credits                      CAD4004 Contextual studies 20 credits                      CAD4089 Contemporary Issues and Creative Practice 20 credits</p>	<b>Certificate of Higher Education,</b> awarded on achievement of 120 credits at Level 4
<b>Level 5</b>	<p><b>Core modules</b>                      CAD5076 Live Project 20 credits                      CAD5010 Independent Project 20 credits                      CAD5008 Advanced Costume Techniques 20 credits                      CAD5002 Professional Studies for Costume Design 20 credits                      CAD5001 Contextual studies 2: research strategies 20 credits</p> <p><b>Option modules:</b>                      Choose from one of the following 2 modules:                      CAD5122 Belonging &amp; Becoming 20 credits                      CAD5061 Enterprise 20 credits</p>	<b>Diploma of Higher Education,</b> awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5

<sup>1</sup> Modules on the Foundation Year only apply to learners who are enrolled on the “with Foundation Year” programme.

<p><b>Level 6</b></p>	<p><b>Core modules:</b>                  CAD6001 Research &amp; Development, 20 Credits                  CAD6002 FMP, 40 Credits                  CAD6004 Professional Practice, 20 Credits                  CAD6005 Creative and Professional Development, 20 Credits                  CAD6003 Contextual Report on Practice, 20 Credits</p>	<p><b>Ordinary Degree</b>, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p><b>Honours Degree</b>, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p>
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Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area

## 6. Learning, Teaching and Assessment

### Learning and teaching

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

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

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

#### **Studio Practice**

Teaching is facilitated in practical workshops, on a one-to-one tutorial basis, or in small groups by studio staff. Tutors spend time discussing work in progress; this may include critical discussion and /or advice /practical help with relevant skills or techniques.

#### **Lectures**

This is the most formal teaching strategy used during the course. It is generally used by contextual studies staff for the delivery of a body of theoretical information to a large group of learners and is most effective when followed by a seminar or group discussion. The lecture format may also be used to introduce a module to the whole cohort, in this situation it is often supported by a written hand-out, reinforcing and possibly expanding upon the verbal information. On occasion, Visiting Practitioners, Associate Lecturers and members of the Programme Team will also talk about their own working practice and give presentations about their work and the wider industry. This is important both in terms of recognising tutors as practitioners and also as a means of identifying the specific areas of expertise that a member of staff has to offer.

#### **Seminars**

This is seen as an essential teaching tool and as a defining element of the course. These can vary from large group seminars, which provide formal debate, to impromptu discussion sessions with small groups. In the Contextual studies programme at Level 4, lectures and

seminars are the primary means of delivery. Learners are guided toward independent learning through group research activities and learner-led seminar discussions. At Level 5 learners present material which requires personal initiative and choice in the determination of subject matter, research approach, and method(s) of criticism.

### **Group Critiques**

All learners at every level are required to participate in group critiques. These normally take place at both formative and summative assessment points. At a formative group critique, peer discussion is encouraged with contributions from learners from different levels of the course within the Textile Design programme. The onus is on the learner to take responsibility for presenting their work in the most appropriate manner. This is seen to be an extremely effective teaching strategy, encouraging learners to become increasingly articulate and confident in discussing their work as they enter into critical debate.

### **Tutorials**

Group tutorials: these are used by module Tutors, when delivering information that is relevant to the whole cohort. Each learner also has a Personal Tutor, someone who follows their academic progress, but is also available to discuss other more personal problems, which may occur (and where necessary to refer them to the appropriate branch of student services, e.g., counselling). Learners may request a personal tutorial as and when necessary. The Personal Tutor may not in all instances be the same as the module Tutor, as it is the intention, as far as possible, to provide the learner with a tutor whose specialist subject is relevant to the discipline. For the Level 6 contextual studies report on practice, individual tutorial sessions supervised by the Tutor, are offered at agreed intervals between which learners are expected to manage their time and develop their work independently. The role of the tutor is to provide advice, guidance and feedback on the learner's work as it develops.

The following key features help foster an engaged approach to student-centred learning:

- Learners negotiating their own projects will enhance the motivational context of second and final year work
- Seminar groups will foster interaction within and outside regular meetings
- Learners will regularly encounter different views and perspectives, which will help them to construct a wider knowledge base.

The strategies which embody these features include:

- Independent learning, involving increased learner decision-making
- Personal development, supported by tutorial seminars and seminar group discussion
- Learner identification of issues through negotiated assignments
- Improving personal reflection
- Learning by experience
- Developing individual and group skills

### **Blackboard**

The University VLE Blackboard system will take on an increasingly important role in teaching, learning and assessment. All learners will be made familiar with the system through Blackboard sessions organised centrally for new learners to BNU.

The University Blackboard system will be used:

- As a communication tool
- As a feedback tool

As a repository of information

## Assessment

### Assessment Strategies

#### Formative Tutorials

These are tutorials that take place on a one-to-one basis with the module Tutor. Their function is to give learners written and verbal feedback on their progress. Following the tutorial, they are given a copy of their report form. In this way, problems can be identified and addressed before the final assessment of the module.

#### Assessments/Formative & Summative

All modules have formative and summative assessment points. Formative assessment enables learners to gauge their progress and make improvements within a module. Written feedback is usually provided with guidance on areas to develop further.

Summative assessment is that which provides feedback on the performance of the outcomes of a project or a module. The formal summative assessment evaluates the developmental progression of the individual learner within the parameters of the course. This normally will take place at the end of a project or in some cases at defined assessment points where several projects may be assessed. Learners will be given a copy of their assessment sheet, giving written feedback and a provisional guideline mark in the form of a percentage grade. This will ensure that the progress of all learners is monitored, and support can be given during each assessment point during the year.

## Contact Hours

Learners can expect to receive approximately 12 hours of scheduled learning activities per week. You will also be expected to undertake 18-20 hours of independent study (including research and practice) per week towards the completion of your coursework.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- *Regulations for Taught Degree Programmes (2023)*

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device

- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Subject-specific knowledge and understanding, attributes and skills</b>																				
Present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs			x	x			x			x	x	x		x					x	x
Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making		x		x	x						x	x			x		x		x	
Develop ideas through to outcomes that confirm the student's ability to select and use materials,		x						x			x	x	x	x						

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
processes and environments																				
Make connections between intention, process, outcome, context and methods of dissemination		x	x	x	x		x	x			x	x					x			
Knowledge and understanding of the broad critical and contextual dimensions of the student's discipline(s)	x	x	x	x	x			x							x		x			
Knowledge and understanding of the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants	x		x	x	x		x	x			x			x			x	x		
Knowledge and understanding of the	x	x		x	x			x			x			x			x			

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
major developments in current and emerging media and technologies in their discipline(s)																				
Knowledge and understanding of the significance of the work of other practitioners in their discipline(s)	x		x	x							x	x		x			x			
Knowledge and understanding of the role and impact of intellectual property	x			x				x												
<b>Generic and graduate skills</b>																				
<b>Self Management</b>																				
Demonstrate the ability to exercise self-management skills in managing workloads and meeting deadlines							x		x			x						x		x

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Benchmark / Standard requirement</b>																				
Demonstrate the ability to accommodate change and uncertainty							X		X			X	X	X			X		X	
<b>Critical engagement</b>																				
Analyse information and experiences, and formulate reasoned arguments			X	X	X	X		X	X		X		X	X	X		X			X
Benefit from the critical judgements of others and recognise their personal strengths and needs						X			X			X							X	
<b>Group/team working and social skills</b>																				
Apply interpersonal, social and negotiation skills in interaction with others						X				X	X		X			X		X	X	
<b>Skills in communication and presentation</b>																				

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Communicate ideas and information in visual, oral and written forms		x		x		x	x				x	x			x	x		x		
Present ideas and work to their audiences						x				x	x	x				x				
<b>Research and information skills</b>																				
Navigate, retrieve and manage information from a variety of sources	x	x	x	x	x	x					x	x		x	x		x			x
Select and employ communication and information technologies		x	x	x	x	x					x				x					x
Demonstrate the ability to identify IP issues, prevent infringements of other's IP rights and take the appropriate steps to safeguard the innovation and commercialisation processes	x			x			x				x			x			x			



### Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 4</b>																				
Design Techniques & Concepts		x	x		x					x		x					x			
Materials & Processes 1		x		x					x				x					x		
Materials & Processes 2					x		x							x	x		x			
Costume with Textiles		x		x		x	x	x			x			x					x	
Contextual studies 1	x		x			x		x		x									x	
Contemporary Issues and Creative Practice			x			x	x	x		x							x			
<b>Level 5</b>																				
Live Project	x			x		x						x		x				x		x
Independent Project		x	x				x			x			x		x		x		x	
Advanced Costume Techniques	x	x		x	x	x	x		x			x	x	x			x		x	x
Professional Studies for Costume Design	x							x	x	x	x						x	x	x	x
Contextual studies 2						x	x		x		x		x		x		x	x	x	
<b>Level 6</b>																				
Research & Development			x		x	x		x	x	x			x		x	x	x	x		x
FMP		x	x	x	x	x	x		x	x	x	x	x		x			x	x	x

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Professional Practice	x							x	x							x	x	x		
Creative & Professional Development					x				x									x		x
Contextual Report on Practice	x		x		x	x	x	x	x	x					x		x	x	x	x