**Template C4**



**Programme Specification**

**Title of Course:**

BA (Hons) Fashion Promotion and Communication

(BA (Hons) Fashion Promotion and Communication with Placement Year)

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| **Date first produced** | January 5th 2022 |
| **Date last revised** | *N/A* |
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| **Faculty** | KSA |
| **School** | Design |
| **Department**  | Fashion |
| **Delivery Institution** | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff, and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | BA (Hons) Fashion Promotion and Communication,BA (Hons) Fashion Promotion and Communication with Placement Year. |
| **Intermediate Awards(s) and Title(s):** | Students exiting the programme who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Fashion Promotion and Communication.Students exiting the programme who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Fashion Promotion and Communication. |
| **FHEQ Level for the Final Award:** | Honours degree level 6 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | N/A |
| **Location:** | Kingston University, Knights Park, Penrhyn Road |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time. Full time with Placement Year |
| **Available as:** | Full field,  |
| **Minimum period of registration:** | 3 Year FT4 Year FT with placement year |
| **Maximum period of registration:** | 5 Year FT5 Year FT with placement year |
| **Entry Requirements:**  | The minimum entry qualifications for the programme are:The preferred entry route for this course is for applicants to be taking a Foundation Diploma in Art & Design, or the recognised equivalent.Applicants will need a minimum of 112 tariff points from recognised Level 3 qualifications such as A-levels, BTECs, and IB.Applicants may also be recruited from Foundation Diploma in Art & Design, or the recognised equivalent whereby a portfolio of work is the normal output for consideration. However, this is not an essential component of the admissions process, offers will be made on the basis of a UCAS application, evidence of creative/written outputs from an individual perspective and a personal statement.Plus, GCSE (score 9-4): five subjects including English and Maths (Key Skills and Functional Skills Level 2 may be used in lieu of GCSE English and Maths).Entry is normally at Level 4 with A-level or equivalent qualifications (Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.Additionally A score of 6.0 overall with a minimum of 5.5 in each element in the British Council IELTS Academic English Test, or 80 TOEFL or equivalent is required for those for whom English is not their first language.Mature ApplicantsApplications are welcomed from mature students (aged over 21) who can demonstrate, through /written work and relevant experience, that they have developed the required cognitive and technical skills through their life experiences.Recognition of Prior Learning Credits held from a previously undertaken degree course, HND/C or the equivalent UK or overseas qualifications, may enable the student to apply for exemption from part of a course and/or enter directly onto other levels. Exemptions will depend on the level and subjects that have been previously studied.The course particularly welcomes applications from students from a wide range of backgrounds in addition to the traditional feeder routes, and adopts an inclusive approach to learning and teaching, and that the faculty recognises diversity as a key driver of creativity. The course actively seeks applicants who are passionate about their subject and whose previous qualifications have adequately prepared them to succeed at degree level.*.* |
| **Programme Accredited by:** | N/A |
| **QAA Subject Benchmark Statements:** | Art and Design (2016) QAA Benchmark StatementBusiness and Management (2019) QAA Benchmark Statement*.* |
| **Approved Variants:** | N/A |
| **UCAS Code:** | TBC |

**SECTION 2: THE COURSE**

1. **Aims of the Course (Introduction)**

The BA (Hons) Fashion Promotion and Communication course is a creative, exploratory, flexible, and dynamic approach to Fashion Promotion underpinned with business and marketing content and cultural, contextual theory. This combination of cultural and business awareness alongside creative thinking and technical skills enables students to locate their own skills and ambition firmly within the fashion industry. Students are encouraged to investigate the discipline through research, enquiry, development, and practice exploring the discipline contextually whilst observing new cultural and social perspectives.

The course has strong theoretical content allowing students to develop strong narratives and content to support the conclusion of innovative, relevant and industry facing projects. The course design is aimed to enable a creative process aligned with current, industry knowledge with practical engagement and to support the students in meeting the expectations of the industry.

“Graduates are expected to be multidisciplinary and possess a range of transferable digital skills. Design, develop shoot, edit, write\_ these are the basic requirements of any job in the fashion industry. It’s all about content creation.” Emma Jones (2021) , European Art Director at Media Arts Lab.

The student outcomes therefore will vary in shape and content but will allow students to explore areas including fashion image making/photography, fashion film, media communication, fashion styling & wardrobe, social media content, website design, show production/curation, journalism, and brand communication & strategy. Students will be encouraged to pursue and practice areas of interest, to take ownership of their learning, act as co-creators through a project-based learning approach and to consider new developments in fashion promotion and communication in the broader contextual environment.

The Critical and Historical Studies (CHS) element of the degree is a three-year programme of study tailored to support students’ development as practitioners and researchers, and more closely explore the links and tensions between history, theory, and practice. Over the three-year programme of CHS, there is a move from the general to the particular, that culminates in the independent dissertation project, with key concepts introduced at Level 4 and reframed and more deeply theorized at Levels 5 and 6. Study visits and links with studio practice projects are key to the delivery

**Work Placement/Study Abroad Year**

Kingston School of Art also offers the possibility to the student enrolled on the 3-year BA Fashion Promotion and Communication course to take a year out on placement in the UK, or to select that pathway upon admission/application to the course. The undergraduate student may choose to take an additional year between the second and final year of study (4 years study total) to be spent in 36 weeks of full-time supervised work placement or study abroad exchange, or a combination of both. It is the student’s responsibility to research and secure their own placement opportunity. However, there is support available for students in the department, looking to secure a placement through the placement officer can help you find a placement through a network of established contacts with employers. First year students will get a general introduction to placement year during their Welcome Week and second year students will get specific seminars, workshops, and individual meetings to be prepared to write a professional CV, cover letter and an appropriately curated format of their recent works. Continuous guidance and support will be given through the application process as the placement officer will promote and circulate any suitable opportunity to you and during the entire placement year out through scheduled visits and meetings. For study abroad, students will apply to the institution of their choice and go through the appropriate selection process.

1. **Aims of the Course**

* To prepare students with the skills and attributes required for a professional career as a promotion and communication creative in fashion or related industries.
* To stimulate and incentivise curiosity, enquiry, experimentation, and creative-risk-taking
* To provide learning experiences, resources and facilities which support independent learning.
* To engage students in the co-creation of projects which will challenge and motivate them
* To engage students in the active development of their individual strengths, interests, and ambitions
* To provide opportunities for students to expand their discipline-specific knowledge, by exploring ideas and concepts in depth, and to contribute to the development of their chosen discipline
1. **Intended Learning Outcomes**

The programme learning outcomes (PLO) are referenced to the relevant QAA subject benchmarks indicated for Art and Design and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2016) as well as the Business and Management (2019) QAA Benchmark Statements, and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills, and graduate attributes in the following areas:

**PLO1** Critically analyse evaluate and interpret written and visual information to inform the representation, promotion, communication and recording of fashion.

**PLO2** Challenge contemporary industry practices taking a creative,

enterprising and responsible approach to promotional concepts and processes.

**PLO3** Demonstrate a personal, contextual, and critical approach to the

Fashion Industry underpinned by current theoretical and business knowledge applicable to Fashion Promotion and Communication.

**PLO4** Apply concepts and analysis to complete original, practical projects underpinned by industry theory, personal reflection, contextual and cultural knowledge.

**PLO5** Demonstrate proficiency and evaluate practical and technical skills appropriate for Fashion Promotion and Communication practice.

**PLO6** Present and communicate complex material coherently, using a

variety of industry relevant and innovative techniques to a specified audience.

**PLO7** Devise strategies for managing multiple, complex projects with initiative, independence, professionalism, and responsible approaches.

**PLO8** Demonstrate a professional approach and personal responsibility

to codes of conduct, teamwork, and self-management.

**PLO9** Synthesise and analyse prior experiences, using critical evaluation

to identify areas of strength and gaps in knowledge, demonstrate autonomous learning and advancement.

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| **Programme Learning Outcomes***Programme learning outcomes should be expressed as an action verb that clearly describes what the student will be able to do on completion of the course. Further guidance on writing learning outcomes can be found in the* [*University’s Level Descriptors*](https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/documents/2017-18_AG02_University_level_descriptors_Vs1.pdf) *and in the* [*SEEC Credit Level Descriptors for Higher Education - 2016*](http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf) |
|  | **Knowledge and Understanding**On completion of the course students will be able to: |  | **Intellectual Skills**On completion of the course students will be able to |  | **Subject Practical Skills**On completion of the course students will be able to |
| A1 | **PLO2** Challenge contemporary industry practices taking a creative, enterprising, and responsible approach to fashion promotion and communication concepts and processes. | B1 | **PLO1** Critically analyse evaluate and interpret written and visual information to inform the representation, promotion, communication and recording of fashion | C1 | **PLO5** Demonstrate proficiency and evaluate practical and technical skills appropriate for Fashion Promotion and Communication practice |
| A2 | **PLO3** Demonstrate a personal, contextual, and critical approach to the Fashion Industry underpinned by current theoretical and business knowledge applicable to Fashion Promotion and Communication. | B2 | **PLO4** Apply concepts and analysis to complete original, practical projects underpinned by industry theory, personal reflection, contextual and cultural knowledge. | C2 | **PLO6** Present and communicate complex material coherently, using a variety of industry relevant and innovative techniques to a specified audience. |
| A3 | **PLO8** Demonstrate a professional approach and personal responsibility to codes of conduct, teamwork, and self-management. | B3 | **PLO9** Synthesise and analyse prior experiences, using critical evaluation to identify areas of strength and gaps in knowledge, demonstrate autonomous learning and advancement.  | C3 | **PLO7** Devise strategies for managing multiple, complex projects with initiative, independence, professionalism, and responsible approaches. |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of key skills as listed in the following Graduate and Academic Success Framework

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|  |  | **Digital and Numerical Skills** | **Interpersonal Skills** | **Research Skills** | **Management and leadership** |  |
| Take responsibility for own learning and plan for and record own personal development | Synthesise information to express ideas clearly in writing and the spoken word to diverse and multiple audiences | Handle and understand number as required for context | Work well with others in a group or team | Identify and use effective ways to search and validate information  | Seek opportunities to initiate and determine the scope of a task/project | View problems from a diverse range of perspectives to find solutions |
| Recognise own academic strengths and weaknesses, reflect on performance, and progress and respond to feedback | Present, challenge and defend ideas effectively | Summarise and visualise numerical data | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Seek opportunities to identify and secure resources needed to undertake the task/project; efficiently schedule and manage the resources | Seek opportunities to address global and long-term challenges  |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen to ideas of others in an unbiased way | Navigate, interact, and contribute effectively, safely, and legally with various digital platforms, including the web | Discuss and debate with others and make concessions to reach agreement | Apply the ethical requirements in both the access and use of information | Seek opportunities to set the direction, successfully complete and evaluate a task/project, revising the plan where necessary | Imagine, create, and exploit solutions and more abstract ideas, including experimentation and risk-taking |
| Work effectively with limited supervision in unfamiliar contexts |  | Use personal and professional digital tools and environments | Give, accept, and respond to constructive feedback | Comply with legal requirements in both the access and use of information | Seek opportunities to motivate and direct others to enable an effective contribution from all diverse participants | Work with complex ideas and problems, making evidence-based recommendations |
|  |  | Use technologies to effectively communicate and collaborate across dispersed/global teams. | Show sensitivity and respect for diverse values and beliefs | Accurately cite and reference information Sources |  | Enterprise skills (ability to anticipate, identify, and grasp opportunities) |
|  |  |  |  |  |  | Commercial acumen |

1. **Outline Programme Structure**

 Level 4 Level 5 Level 6



NB: There is a Placement Year Option between L5 and L6

Full details of each module will be provided in module descriptors.

N.B. For the 4-year pathway which includes the opportunity for students to take a full or partial placement year the existing validated modules for Design are :

WP5209, WP5203 and WP5206

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Fashion Promotion and Communication.

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Fashion Promotion and Communication.

1. **Principles of Teaching, Learning and Assessment**

The BA (hons) Fashion Promotion and Communication Programme
straddles a lecture/ seminar delivery model with a creative practice philosophy which allows students to engage in project-based learning (PBL) , as co-creators, through access to KSA workshops dependant on their need, requirements, and specialist activities. This combination of theoretical and practical knowledge gained through the programme, aligns graduates to industry practices whilst pre-empting and responding to fashion’s fast pace and continuous creative renewal. A considerable facet of fashion promotion and communication as a subject area is the broad array of potential graduate roles, spanning traditional and online platforms, but, without limitation to the fashion industry. Many of the skills gained are transferable to other relevant, or even, diverse sectors of creative and practical activity.

The programme is designed to develop creative and innovative thinkers and actors, through embracing approaches to problem solving underpinned by a pluralistic approach to the challenges within the fashion industry from both a business (product) and cultural (conceptual) perspective. Project work will span fashion industry, process, systems, and practices based on research, enquiry, and experimentation that enable students to conceptualise and validate their ideation through provocation, and challenge of systems and things, intended to develop each student’s unique identity. The programme educates students to address real world challenges with creativity, empathy and understanding, intended to shape not only their own unique practice and career path, but also to shape fashion promotion and communication activities in professional environments.

Teaching and learning practices have evolved as a response to industry impacts and requirements and in relation to the diversity of responses to those problems, by encouraging students to develop a solutions-based methodological approach to creative problem solving and practical outputs. Students are encouraged to develop their own informed and creative approach, based on contemporary research and practices, and the active engagement with enquiry-based learning. This will be achieved through knowledge sharing from a diversity of perspectives, cultures, and values, that highlight the importance of continuous, knowledge- based learning within a fashion industry context.

The approach to Teaching, Learning and Assessment within the BA Fashion Promotion and Communication course is informed by Kingston University London’s Corporate and Strategic Plan, which emphasises advancing knowledge, making a difference to the world around us, and having an impact, through a balance of scholarship, research, and professional practice, ultimately delivering students whose abilities will not only be highly employable graduates but have the opportunity to shape society.

A combination of learning principles has been used in the design of the curriculum that crosses disciplines and knowledge as it pertains to teaching and learning. The emphasis is on self-directed learning delivered through knowledge sharing, practice-based learning, co-creation, and tangible solutions-based examples, allowing students to apply their expanding knowledge of the subject area into specialist areas of practice. Projects and modules support the development and application of knowledge and skills which are integrated in an authentic and holistic way. Project based learning strategies supports students in their development as researchers and creative practitioners. Project briefs are devised in relation to the aims and outcomes defined in the overall module descriptor with the aim to empower students to interrogate tasks and to negotiate individual outputs appropriate to their specialist needs. This in turn encourages the majority of the briefs to be to be negotiated co-creations, in triangulation with the student (the performer), the academic (the institutional representative) and wherever possible an external contributor (the professional). Projects are assessed through several teaching and learning methods with formative and summative assessments and critiques and peer evaluation to provide students with feedback and to receive guidance, often in a feed-forward context. There is a diverse approach to the assessment methods from a more formal written /essay approach, the use of online blogs to document research methods and creative development activities, live projects requiring individual or group input but significantly within several the outputs students have a role as co-creators in negotiate what that output could be in response to meeting the learning outcomes. This could take the form of moving image , photography, installation, artefact, editorial, curatorial, and virtual outputs. The learning outcomes have been devised to enable constructive alignment with the set task and the assessment criteria allowing students to navigate individual responses and build on their individual skills, needs and ambitions.

This course adopts the Kingston University Inclusive Curriculum Framework Learning & Teaching strategy to support and recognise the diverse body of students by creating an accessible curriculum both conceptually and practically, enabling students to see themselves reflected in the curriculum, equipping them with the skills to positively contribute to and work in a global and diverse environment. Teaching and learning activities support a variety of individual learning styles and abilities focusing on the student’s individual ownership of their learning journey. The course offers students multiple ways to engage with the curriculum that is inclusive by design, including but not limited to project work, tutorials, workshops and seminars, lectures, field trips and self-directed study. The assessment strategies utilised are equally diverse, with multiple opportunities for drop-in mentoring and support, formative assessment, feedback and feed-forward, information conversations, and progress reports.

**Learning activities include:**

**Projects**

The term ‘project’ consists of a set of objectives that are often linked to a specific concept or problem. Students can interrogate the briefs to initiate and create their own outputs and projects based on a specific area of interest which may be developed over a period of time as agreed upon by the student and a member of the academic staff. This is particularly pertinent as it pertains to the major ‘capstone’ project which allows students to reflect on the knowledge and skills that they have acquired during their studies.

**Capstone Project**

The capstone project is designed to be a culminating educational experience for students, that summarises and synthesises all or part of a student’s academic experiences and learnings. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree, as well as learn how to present them to a wider audience including potential future employers.

**Self-Directed Study**

An important component of the students’ learning is self-directed, designed to enable student reflection. For the Fashion promotion and Communication course engaging with the workshop facilities as part of their self-directed study is a key component in supporting the ‘making’ of work.

**Group work and interdisciplinary collaborations**

Students are encouraged to establish working contact with others in the fashion/design school community through project work designed to enable collaboration.

**Blended Learning Approach.**

The programme supports a blended approach, whereby a mix of face to face and online lectures inform knowledge which is then transmitted into the development of tangible outputs. The outputs themselves are supported by a mixture of face-to-face workshop access and online skills development through specialist workshops and activities. The learning environment is both a physical and digital space with formal underpinning and a creative design ethos. It supports course and student identity with each course with a developmental curriculum that progresses from concept to theories and practices mapped to the workshop activity/ experience.

**Peer Learning**

A vital component of teaching and learning practices between students who will be afforded ample opportunity to observe and review the work of their fellow students. The sharing of project outputs and the presentation of work to both peers, staff and external stakeholders is a key component of the programme, both at formative, summative and through group tutorials and seminars.

**VLE (Virtual Learning Environment)/Canvas**

The VLE is an online environment that utilizes a range of virtual teaching and learning tools, including online materials, School, and Faculty content. This benefits from a flexible set of virtual resources that support skills processes development and methods that enhance creativity and knowledge. The VLE also seeks to enhance communication, a sense of a community beyond the borders of the studio and school and encourage a broader discussion and debate.

**LinkedIn Learning** – all courses based in the Kingston School of Art offer students’ free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials based on practice based learning and digital skills such as photography, graphics, web design, CAD, and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

**Study Visits**

By definition, a study visit will involve travelling to strategic venues of interest which may vary from visits to galleries and museums or to shows, exhibitions, or visits to industry or sites. They form an essential part of the students’ learning experience as they provide the broader context for experiential research activities

1. **Support for Students and their Learning**

Students are supported by:

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The diversity of assessment types is to ensure the inclusion and support of different learning styles and abilities within the program, offering students multiple ways of delivering content that is inclusive by design.

Students are supported by:

* Lectures
* Tutorials
* Workshops
* Self-directed study
* Group work
* Debriefing sessions
* Informal conversations
* Self-assessment
* E-learning
* Study visits
* Presentations

**Lectures**

A member of staff or an invited external speaker will provide taught content, usually followed by group discussion and reflection to ensure a full understanding as well as to encourage critical analysis.

**Seminars**

Seminars consist of structured student or staff-led presentations followed by discussion. The seminar is usually based on a lecture topic or other shared content. Active participation in discussion as well as presentation skills are an expectation, with students encourage to participate in critical debate and analysis.

**Workshops/Practice environment**

Workshop related work takes place within specialist activities based upon students’ needs and responses to project outputs. This is normally undertaken under the self-directed activity identified within module descriptors. Students are provided coursework that supports critical research skills, that also advises them on how to access resources, including the LRC, and the digital media workshop (DMW), 3D workshops, photography studio and digital media studios. Focused group and individual tutorials ensure the students are prepared for undertaking the activities within the workshops to support individual needs.

**Tutorials**

Tutors from a variety of backgrounds, including professional practice, academia, and industry will be selected to collaborate on specific briefs designed to challenge conventional thinking and spark tangible solutions. The teaching team are responsible for the organization of studio tutorials in small groups or on a one-to-one basis where individual support is required. Tutorials provide the opportunity for formative assessment where students receive feedback and feedforward on work in progress.

**Reviews**

The reviews and review of projects are fundamental part of the learning strategy. Students are required to make visual and/or written presentations of their work to both peers and staff as a response to a defined brief. Communication skills, which includes the ability to engage in positive discussion, are fundamental to the process. Formative oral feedback is given on a weekly basis and written/recorded formative feed forward at the mid-point of projects with summative written feedback at the conclusion of assignments.

**Mentoring**

Mentoring is specific and personal and enables students to engage with a specialist in a niche area they may be investigating such as a specific area of specialism in sustainability or technology. Mentors add value to the core team on a supply and demand basis offering individual tutorials for a limited basis.

**The Personal Tutor Scheme**

The Personal Tutor Scheme (PTS) as defined in some detail below is integral to the development of the student during the duration of the course and is embedded within specific modules in Level 4 this is in Professional practice 1, in Level 5 Professional Practice 2 and for Level 6 Professional Showcase.

**The Aims of the Personal Tutor Scheme**

* To provide appropriate academic advice and guidance throughout a student’s studies by monitoring progress and identifying individual needs.
* To provide a holistic overview and guidance for individual study and the development of personal practice.
* To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
* To help to develop a student’s ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

**Key Features of the Personal Tutor scheme**

* Personal Tutors will be allocated at the beginning of the academic year.
* The introductory welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key stages in the academic year.
* Students will keep the same personal tutor throughout their year of study.
* One-to-one meetings will vary in length depending on the profile and needs of individual students.

The Design School will employ a full-time staff member to lead and manage the programme. The permanent nature of the staff affords them substantial and visible presence for students and as such is designed to be supportive and helpful. Teaching and learning within the course are enhanced through the strategic use of Part Time faculty and Hourly Paid Lectures (HPLs) with project related skills, knowledge, and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

* To help students to make the transition to undergraduate level study and understand how to use feedback and feed forward on the course
* To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
* To explore students’ research aspirations
* To help students gain confidence in contributing to, and learning from, constructive
* To encourage students to become part of a wider disciplinary and/or professional community
* To help students to prepare for the dynamics of supervision

Students are also supported by:

* A Module leader for each module
* A Course Director to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* Technical support for practical projects
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site`
* Careers and Employability Services Team who provide support for students prior to undertaking work placement(s).
* LinkedIn Learning – an online platform offering self-paced software tutorials
* A substantial Academic Success Centre that provides academic skills support for both Undergraduate and Postgraduate students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students

In addition, students are supported by:

**Staff Structure**

The staff support structure is supported by the Course Leader, who coordinates all levels within a course. The Curriculum is delivered through projects across 9 modules by the Course Leader, fulltime fractional FTE staff and visiting specialist HPL lecturers that provide the appropriate learning and teaching experience. Staff facilitate the student experience across each level of the course, moving from an explicit to implicit role in students’ development, enabling students from the outset to learn how to learn, take ownership of their journey become increasingly independent. Dedicated technicians provide support in technical areas as required such as in the Digital Media workshops (DMW) and Photography in conjunction with the academic staff teams.

**Infrastructure**

The School adopts an infrastructure of learning support means beyond the immediacy of academic courses.  These broadly divide into key mechanisms (course facing e.g., NSS) and enhancement opportunities (student facing e.g., Turing), including:

* Up to date knowledge of relevant University systems and procedures
* Student Office with a dedicated Course Administrator
* Academic Success Centre that provides academic skills support for Undergraduate and Postgraduate students
* Student Achievement Officer who provides pastoral support.
* NUS (National Union of Students)
* Union of Kingston Students
* University’s Mentoring Scheme
* RPCL (Recognition of Prior Certificated Learning) / RPEL (Recognition of Prior Experiential Learning) processes
* NSS (National Student Survey)
* Staff/Student Consultative Committee (SSCC)
* Board of Study (BOS)
* Annual Monitoring
* Erasmus Exchange programmes
* Information on Scholarships and Bursaries
* Alumni and Graduate Experience
* Language Support for international students
* Support for students with Disabilities
* Careers and Employment Services
* Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments
* Information Services, including the Library Resources Centres
* Personal Tutor Scheme
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
* Moderation policies
* Feedback from employers
1. **Employability and work-based learning**

All courses in The Design School address the issue of employability through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners.

This ethos of professionalism is planned and delivered through the course curriculum at all levels. Delivery of employability is staged and structured via student progression through and across course levels through the proposed Professional Practices modules and Level 6 Professional Showcase module. The aim is to ensure that students are effectively equipped for the world of work on their graduation from the course. Through each of the modules a range of skills including technical instruction and individual and personal and developmental skills support the student individual ambitions and career aspirations. (see Modules)

Also located within the Fashion department is the BA (Hons) Fashion (Design) course. This sister course to BA Fashion promotion and Communication programme has a long history and exceptional experience and interaction with Industry with many graduates undertaking paid placements and/or graduate employment across the international creative industries at all levels of the market including:

* Acne
* Alexander McQueen
* All Saints
* Artek
* ASOS
* Bamford
* Boden
* Burberry
* Chanel
* Chloe
* COS
* Dior
* Donna Karan
* Givenchy
* Hugo Boss
* H&M
* Jack Wills
* JLP
* Pringle
* Pull & Bear
* Max Mara
* Mulberry
* Puma
* Old Navy
* River Island
* Stella McCartney
* Toast
* Tom Ford
* Victoria Beckham
* ZARA

Due to the requests from many of the brands for internship and graduate roles relevant to promotional practice and included job titles such as Visual Merchandiser, Stylist Coordinator, Content Marketing Assistant, SEO Assistant, Brand Assistant, Creative Executive, Digital Production Assistant, Online image producers, Press Assistants and Digital Marketing professionals. It is envisaged that the Fashion promotion and Communication students will benefit from these existing links as well as newer employers from across

the sector that includes, traditional retail, fashion, cosmetic brands as well as new online platforms and traditional PR agencies.

On completion of the course students will have completed a capstone project, a dissertation and constructed a strategic body of work. The Capstone Project encourages students to engage with industry and to promote their body of work in an appropriate manner which is devised and implemented through the Level 6 professional Showcase Module. They will be required to utilise communication vehicles such as a website or social media platforms, as well as other promotional materials to best represent themselves as employable graduates. Students will be supported in preparation for graduation through the development of outward facing media and communication vehicles that showcase the breadth of their knowledge and work, as well as professional advice on writing CVs, covering letters that highlight project work they have undertaken. Additional visual support will be offered via the online graduate site and the input from recruitment agencies and platforms such as Arts Thread who already visit the Design School to support students who wish to upload to the site, as well as giving insight into securing work upon graduation.

Further preparation for employability is delivered by the course through live sponsored projects which follows the delivery model of the Fashion design programme who work regularly with international and national companies.

Students will also have the opportunity, to assist their peers collaboratively in supporting them for external shows and events, as well as individually participating in Graduate Fashion Week. This being another opportunity for Promotion and Communication students to display work and engage in national competitions specific to the subject area, with access to potential industry employers.

**Work-based learning, including sandwich courses and higher or degree apprenticeships**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

1. **Other sources of information that you may wish to consult**

**QAA Subject Statements**

Art & Design

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16>

Business and Management

<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5>

History of Art, Architecture & Design

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-of-art-architecture-and-design-17.pdf?sfvrsn=dc98f781_14>

**Kingston University website**

<https://www.kingston.ac.uk/undergraduate/>

**Course Pages**

<https://www.kingston.ac.uk/undergraduate-course/fashion/>

<https://www.kingston.ac.uk/undergraduate-course/fashionpromotion/>

1. **Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

|  |  |  |  |
| --- | --- | --- | --- |
| **Module code** | **Level 4** | **Level 5** | **Level 6** |
| Fashion Context | Fashion Promotion & Communication 1 | Professional Practice 1 | HATBC | Fashion Promotion & Communication 2 | Professional Practice 2 | Fashion Direction | HATBC | Fashion Realisation | HA6TBC | Fashion Showcase | Fashion Promotion Campaign (Capstone) |
| **Knowledge & Understanding** | A1 |  | S |  |  | S | S | S |  | S | S |  | S |
| A2 | S | S |  | S | S | S |  | S | S | S | S | S |
| A3 | S |  | S | S |  | S | S | S | S | S | S | S |
| **Intellectual Skills** | B1 | S |  |  | S |  | S |  | S |  | S | S | S |
| B2 |  | S |  | S | S |  | S | S | S |  | S | S |
| B3 | S | S | S |  | S | S | S |  |  | S | S | S |
| **Practical Skills** | C1 |  | S | S |  | S | S | S |  | S |  | S | S |
| C2 |  | S |  | S | S |  | S | S | S | S | S | S |
| C3 | S |  | S | S | S | S |  | S | S | S |  | S |

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.