

## Template C4



# Programme Specification

**Title of Course:** *BA (Hons) Fashion Promotion and Communication*

Date first produced	04/09/2024
Date last revised	08/07/2025
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Version number	2
Faculty	Kingston School of Art
Cross-disciplinary	
School	Design School
Department	Fashion
Delivery Institution	Tembusu Institute Pte Ltd., Singapore

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 modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BA (Hons) Fashion Promotion and Communication
Exit Award(s) and Title(s):	Certificate of Higher Education Fashion Promotion and Communication BA Fashion Promotion and Communication Diploma of Higher Education Fashion Promotion and Communication
Course Code <i>For each pathway and mode of delivery</i>	UFFPC1FPC21
UCAS code <i>For each pathway</i>	P993

Awarding Institution:	Kingston University
Teaching Institution:	Tembusu Institute Pte Ltd., Singapore
Location:	Tembusu Institute Pte Ltd., Singapore
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 Years FT
Maximum period of registration:	Full-time - 6 Years FT
Entry requirements	<p>The minimum entry qualifications for the programme are:</p> <p>For Level 4 entry, applicants will need a minimum of 112 tariff points from recognised Level 3 qualifications such as A-levels, BTECs, and IB or equivalent..</p> <p>Applicants may also be recruited from Foundation Diploma in Art &amp; 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 direct application, which could include evidence of creative/written outputs from an individual perspective and a personal statement.</p>

	<p>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) or local equivalents.</p> <p>For level 5 entry, Applicants may directly enrol in level 5 (Year 2) if they have graduated with TaF.tc's Advanced Diploma in Fashion Technology and appropriate specialist bridging courses as required. 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 January. 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 TOEFL IBT 46 or equivalent is required for those for whom English is not their first language.</p> <p><u>Mature Applicants</u></p> <p>Applications 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.</p> <p><u>Recognition of Prior Learning</u></p> <p>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.</p> <p>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.</p>
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	No



## **SECTION 2: THE COURSE**

### **A. 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.

### **B. Programme Learning Outcomes**

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		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.

### C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### D. Outline Programme Structure

Level 4 Modules:

FN4006 Professional Practice 1/ FN4007 Fashion Context/ FN4008 Fashion Promotion and Communication 1/ HA411 Image, Text, and Style: Themes in the history of fashion media.

Level 5 Modules:

FN5006 Professional Practice 2 / FN5007 Fashion Promotion and Communication 2 / FN5008 Fashion Direction / HA5109 Critical Issues in Fashion Media: Research and Practice

Level 6 Modules:

FN6005 Professional Showcase / FN6006 Fashion Realisation / FN6007 Fashion promotion Campaign (Capstone Project) / HA6103 Independent Research Project in Critical and Historical Studies

### BA (Hons) Fashion Promotion and Communication

Level 4							
BA (Hons) Fashion Promotion and Communication							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Fashion Context	FN4016	30	4	Year long		1	
Fashion Promotion and	FN4017	30	4	Year long		1	

Communication 1							
Image, Text and style: Themes in the History of Fashion Media	FN4018	30	4	Year long		1	
Professional Practice 1	FN4015	30	4	Year long		1	

#### Exit Awards at Level 4

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

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.

Level 5							
BA (Hons) Fashion Promotion and Communication							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Critical issues in Fashion Media: Research and Practice	FN5017	30	5	Year long	none	1	
Fashion Direction	FN5016	30	5	TB2	none	1	
Fashion Promotion and Communication 2	FN5015	30	5	TB1	none	1	
Professional Practice 2	FN5018	30	5	Year long		2	

#### Exit Awards at Level 5

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award.

Students exiting the course 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.



<b>Level 6</b>							
<b>BA (Hons) Fashion Promotion and Communication</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Fashion Promotion Campaign (Capstone Project)	FN6017	30	6	TB2	none	1	
Fashion Realisation	FN6016	30	6	TB1	none	1	
Independent Research Project in Critical and Historical studies	FN6018	30	6	TB1	N/A	1	
Professional Showcase	FN6015	30	6	TB2	none	1	

### Exit Awards at Level 6

Students exiting the programme at this point who have successfully completed 120 credits at level 6 or above are eligible for the award of BA (Hons) Fashion Promotion and Communication.

Students who do not complete 120 credits at level 6 but complete at least 60 credits will be eligible for the award of BA Fashion Promotion and Communication.

## E. 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 appropriate 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 digital space 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. 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. 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:**

### **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 encouraged 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. Focused group and individual tutorials ensure the students are prepared for undertaking the activities within 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.

### **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, where appropriate, usually in the form of guest lectures whereby experts from global locations can support the curriculum in 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.

### **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

## **F. Support for Students and their Learning**

### **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 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 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 lecturers 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
- 
- 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
  - Student Voice Committees
  - Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site`
  - Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
  - A Student Officer who provides pastoral support
  - Support for students with disabilities.

### **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 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.

### **Infrastructure**

The University adopts an infrastructure of learning support means beyond the immediacy of academic courses. These broadly divide into key mechanisms and enhancement opportunities, including:

- Up to date knowledge of relevant University systems and procedures
- Student Office with a dedicated Course Administrator
- Student Officer who provides pastoral support.
- RPCL (Recognition of Prior Certificated Learning) / RPEL (Recognition of Prior Experiential Learning) processes
- Student Voice Committee (SVC)
- School Education Committee (SEC)
- Annual Monitoring
- Alumni and Graduate Experience
- Language support for international students
- Support for students with Disabilities
- Careers and Employment Services
- Information Services, including the Library Resources Centres
- Personal Tutor Scheme

## G. 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
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs) and level surveys
- Moderation policies
- Feedback from employers

## H. External Reference Points

External reference points which have informed the design of the course:

- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

**Please delete or edit as required, for example if the course is not an Apprenticeship then delete 'Apprenticeship standards'.**

## I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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			
		FN4015	FN4016	FN4017	FN4018	FN5015	FN5016	FN5017	FN5018	FN6015	FN6016	FN6017	FN6018
Knowledge & Understanding	A1	S		S		S	S				S	S	
	A2	S	S	S	S	S		S		S	S	S	
	A3		S		S		S	S		S	S	S	
Intellectual Skills	B1		S		S			S		S		S	
	B2	S		S	S	S	S	S		S	S	S	
	B3	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	

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

#### Additional Information