Template C4

Programme Specification

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

Date first produced	30/04/2019
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Version number	1
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Critical Studies and Creative Industries
Department	Department of Critical and Historical Studies
Delivery Institution	Kingston University, London

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) Creative and Cultural Industries: Fashion Promotion and Communication BA (Hons) Creative and Cultural Industries: Fashion Promotion and Communication
Exit Award(s) and Title(s):	Certificate of Higher Education Creative and Cultural Industries Diploma of Higher Education Creative and Cultural Industries BA Creative and Cultural Industries
Course Code *For each pathway and mode of delivery*	UFCCP1CCP20
UCAS code *For each pathway*	P993

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University, London
Location:	Department of Creative & Cultural Industries, School of Critical Studies & Creative Industries,Kingston School of Art, Knights Park
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Full Time
Minimum period of registration:	Full Time - 3
Maximum period of registration:	Full Time - 6
Entry requirements	The minimum entry qualifications for the programme are: From A levels: 112 UCAS points BTEC National: 1 Distinction, 2 Merits (DMM) Access Diploma: Merit Plus: GSCE English at Grade 4 or above A minimum IELTS score of 6 or equivalent is required for those for whom English is not their first language. All application forms and personal statements will be read, considered and candidates selected for interview. All candidates are interviewed face to face or via skype. It is recommended that

	candidates bring an example of their creativity to the interview, whether written – blog post etc., or visual such as photographs, video, Instagram feed or other materials from their portfolio. They will be asked how the work explains and communicates their ideas rather than focussing on the level of execution. We are looking for potential in creative, critical and commercially minded students and welcome applications from a diverse range of backgrounds. Mature students and those with non-standard qualifications are encouraged to apply and will be given the opportunity to meet the course team and discuss expectations and requirements. Applicants with prior qualifications and learning may be exempt from appropriate parts of a course in accordance with the University's policy for the recognition of prior certificated learning (RPCL) and prior experiential learning (RPEL). All staff interviewing will have undergone unconscious bias training. At Kingston, we are committed to increasing diversity and inclusivity, particularly in the context of the Critical and Creative Industries.
Regulated by	
Programme Accredited by:	None
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	

SECTION 2: THE COURSE

A. Aims of the Course

- To prepare students to work as a visual communications creative in the fashion industries;
- To provide learning experiences, spaces and resources for creative development and experimentation that will enable graduates to become distinctive, visual communicators, with an understanding of commercial aspects of product/service development and delivery;
- To foster a multi-disciplinary attitude where problem solving and product/service development are seen as the result of curious, reflexive, and sometimes fearless process of experimentation, analysis and response;
- To enable students to become effective visual communicators able to conceptualise, translate and transfer ideas between the different stakeholders of a project (client, supplier, target customer);
- To encourage customer mindfulness during the problematisation, ideation and execution stages of project briefs;
- To foster an independent, creative spirit that is critical while at the same time entrepreneurial and innovative;

Communication media studied and used as areas for the development of graduates' professional practice will include: film, image, graphic design and short word copy. The focus is on digital communication on social media platforms (Instagram, twitter etc), and company websites. This means that content such as films and copy will be short and though material such as leaflets and posters will make up aspects of the visual communications media worked on the primary media will be digital, designed to be viewed on phones, tablets and computers.

B. Programme Learning Outcomes

Programme Learning Outcomes

	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	Demonstrate an understanding of current and emerging media and new technologies in fashion communication and promotion and the wider CCI.	B1	Ideate and conceptualise the ambitions and plans of a client.	C4	Implement creative thinking and take informed risks in order to develop innovative communications content.
A2	Understand the development of art and design as a creative practice and a way of understanding society.	B2	Critically analyse and reframe problems and communicate the solutions in clear way.	C1	Design a project brief that translates broad aims into defined objectives, with measurable outcomes that have been scheduled and resourced.
A3	Demonstrate problem solving skills and processes using research, experimentation and reflection to design creative solutions.	B3	Translate diverse ideas for different stakeholders.	C2	Generate and effectively pitch multiple creative responses that accurately match the client brief.
A4	Display a critical awareness of the challenges and success factors in the area of fashion communications and promotion.	B4	Develop creative ideas that are not limited by institutional norms.	C3	Select and use relevant media to create storyboards that visually communicate ideas and prototypes.

C. Future Skills Graduate Attributes

D. Outline Programme Structure

Level 4 is made up of two modules each worth 60 credits, Level 5 is made up of four modules each worth 30 credits. Level 6 has one module worth 60 credits and two worth 30 credits. Each module in Level 5 and 6 is run for one teaching block to allow for project work to be completed in concentrated periods within the studio in order to meet project deadlines set in the brief, sometimes by local and international businesses. Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors, student module guides on the Virtual Learning Environment (VLE) and course handbook.

BA(Hons) Creative and Cultural Industries: Fashion Promotion and Communication
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Level 4							
BA(Hons) Creative and Cultural Industries: Fashion Promotion and Communication BA (Hons) Creative and Cultural Industries: Fashion Promotion and Communication							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
History & Context of the Creative Industries: Content, critique & competition	HA4302	60	4	1 and 2			
Visual Narratives & Design Thinking: Creating compelling stories, creative problem solving	HA4301	60	4	1 and 2			

Exit Awards at Level 4

Level 5							
BA(Hons) Creative and Cultural Industries: Fashion Promotion and Communication BA (Hons) Creative and Cultural Industries: Fashion Promotion and Communication							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Creative Project Management	HA5305	30	5	2			
Customer Mindfulness	HA5304	30	5	1			
Fashion Promotion and Communication (1)	HA5307	30	5	1			
Live case study	HA5306	30	5	2			

Exit Awards at Level 5

Level 6							
BA(Hons) Creative and Cultural Industries: Fashion Promotion and Communication BA (Hons) Creative and Cultural Industries: Fashion Promotion and Communication							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Culturepreneurship	HA6304	30	6	1			
Fashion Promotion and Communication (2)	HA6306	30	6	1			
The Major Project	HA6305	60	6	2			

Exit Awards at Level 6

E. Teaching, Learning and Assessment

1. Academic coherence

The curriculum has been designed to provide the learning experience needed for students to work in the highly visual, collaborative and creative environments of the Creative and Cultural Industries. This is made up of three areas of knowledge and practice - the knowledge and understanding needed to work as a fashion

communications creative in a fashion label or marketing or branding agency; a broader understanding of the development of the creative industries and the way art and design ideas and technologies have shaped practice and their organisation, and a series of projects based on collaborative tasks that test and develop the students' application of their visual communication skills and understanding and the practices and processes that turn ideas into commercially valuable outputs.

The principle that has guided the development of the programme's pedagogy is the Kingston School of Art's ethos of Thinking through Making. This is built on the view that understanding is developed through creating a cycle of feedback, reflection and response. This culture of learning involves, where possible, establishing projects based on briefings that set the students a problem or challenge, which they work collaboratively to meet using resources provided by the university (e.g. Workshops/Digital media suite), experts such as tutors and technicians, fellow students and knowledge from the Learning Resources Centre. Fundamental in an Art School approach in this feedback cycle is the act of making or doing, of moving beyond words to using visual communication, developing prototypes and designing live experiences, engaging in hacks with both faculty and industry. To support this approach to learning students will have use of their own studio, a space where they can discuss ideas, prototype, store materials and use display screens (physical and digital) and work with existing and emerging technologies (VR/AR for example) called The Creative Agency.

The knowledge and skills needed to survive and thrive in the creative industries are highly socialised and networked. They involve identifying, translating and conceptualising the ideas and wishes of clients, co-workers and eventual target users. This requires empathy with the different identities of the members of the network (including experts and craftspeople) and highly developed visual communication skills, and co-ordination skills to work in this nexus of relationships. To reflect this challenge, the projects that the students on the programme will be engaged with will include working with local businesses and other students from across Kingston School of Art and university as well as each other.

The design and delivery of the teaching and learning experience is intended to match and support this project-based style of learning, encourage group collaboration and encourage the students to become independent creative actors. Influenced by agile philosophy the modules (except two modules in level 4) - **History & Context of the Creative Industries)** will be made up of periods of intense project driven activity. This will involve a mix of tutor directed activity where theory and knowledge needed to tackle problems and challenges are worked on, times set aside for students to work on challenges that test and employ this knowledge and periodic project reviews or presentations of work in progress given to tutors and other students. In each module the project will be used for the formative assessment (mid-project review) and summative (outcome and explanation). **Visual Narratives & Design Thinking** (HA4301) contains an early assessment in the form of a mid-project presentation approximately 5 weeks in to Teaching Block 1, to facilitate transition to university and the enactment of essential skills. There will be a formative assessment in TW12 giving an indicative grade with written feed forward advice, based on the students blogs. The projects will vary according to the module learning outcomes and whether the brief has come from an outside client or is a case study style brief. Indicative details of these are given in the module descriptors. Elements of this module that do not follow this project based/studio teaching and learning approach will be delivered in a lecture and seminar format. This is a

reflection of their content and role in the learning journey of the students. The relationship between conceptual modules such as these and the applied modules is complementary, developing written academic and visual communication practice-based skills sets in tandem in order to create graduates employable in Fashion Communications and the wider creative economy.

History & Context of the Creative Industries (HA4302) introduces students to the ideas, actors and dynamics that have shaped the way art and design practices and understandings have developed to date and contains an early assessment mid-project presentation approximately 5 weeks in to Teaching Block 1, to facilitate transition to university and the enactment of essential skills. There will be a formative assessment in TW12 giving an indicative grade with written feed forward advice, based on the students blogs. As such it is more appropriately organised using examination of key texts and work to establishing understanding of their contribution and how they inform current practice. This requires a mainly written and spoken engagement with the tutor, the texts and each other. It is therefore assessed through written work and verbal presentations.

The module uses texts and ideas to explain and understand the idiosyncrasies of the creative economy and the ways organisations compete within it. The ideas and dynamics of the CCI are examined, using case studies to engage with the ideas analytically. This provides the context for the programme specific module (HA5301) and also ensures a broad, generalisable sweep of theory and event history from which to take inspiration. Due to the common first year students will be able to choose their graduating programme award at the end of the year; either continue on BA (Hons) Fashion Promotion and Communication or transfer to either BA (Hons) Creative and Cultural Industries: Art Direction, BA (Hons) Creative and Cultural Industries: Design Marketing or BA (Hons) Creative and Cultural Industries: Curation, Exhibition and Events. It is in this module that students will be introduced to these different sectors, through tutor led sessions and guest speakers who are practitioners, to help inform this choice. This is a particular strength of these linked programmes, as it enables students to keep their options open until they have a greater understanding of the different professional fields.

The table below identifies how the **BA (Hons) Creative and Cultural Industries: Fashion Promotion and Communication** will be taught within a programme of creative industry knowledge and practice, noting which are taught separately and which are taught together but assessed separately.

Level	Module Name	Module code	Delivery and assessment
4	Visual Narratives & Design Thinking	HA4301	Taught and assessed together
4	History and Context of the Creative Industries	HA4302	Taught together and assessed separately
5	Fashion Promotion and Communication (1)	HA5307	Taught and assessed separately
5	Customer Mindfulness	HA5304	Taught together and assessed separately.
5	Creative Project Management	HA5305	Taught and assessed together

5	Live Case Study	HA5306	Sessions taught together, with separate seminar groups. Assessed separately
6	Fashion Promotion and Communication (2)	HA6306	Taught and assessed separately
6	Culturepreneurship	HA6304	Taught together and assessed together
6	The Major Project	HA6305	Introductory sessions taught together, mostly separate supervision.

Assessment

The BA (Hons) Creative and Cultural Industries: Fashion Promotion and Communication is assessed through formative and summative methods. Formative assessment primarily takes place during mid-project reviews and project proposals and is designed to help students identify how to improve and reflect on what needs to be done. This may be in the form of a written or verbal review and may be accompanied by an indicative grade. This mark will not contribute to their final module grade. Summative assessment aims to assess learning achieved and is awarded a grade. At Level 5 and 6, this contributes to their final programme classification. Assessment is integrated across the programme through the explicit development of two dominant skills, creative practices and the creative self. This is made explicit through the assessment criteria and rubric which assess the following values; for creative practices: visual communication skills, written communication skills, and storytelling; for creative self: creative thinking, risk, and professionalism. Through these six values it will be clear what is necessary for a student to achieve each level and also makes it visible through which paths high achievement can be recognised. These values are representative of the aims as detailed in Section B and also of the understanding of the creative and cultural industries, as informed by the Department of Culture, Media and Sport, QAA benchmarks, and Creative Skillset.

In accordance with how creative projects are organised and operated students will be working collaboratively sometimes on linked tasks. Where this happens, students will produce individual work, submitted separately. This will allow individual performance to be evaluated within and relative to the whole project.

On occasions where students work collaboratively and their work is submitted as a group, the students will in the case of written work, diarise the meetings held and detail the individual work each member did (in the appendix) or in the case of a presentation each student will participate and be awarded an individual mark.

Both Level 4 modules are shared between the four Creative and Cultural industries programmes and build understanding of the context of creative sector, the methods and theory of visual communication, the techniques and attitudes of problem solving and the history of art and design. They investigate the different fields in order to support the choice of programme to pursue. They will be assessed using common project case studies with customised tasks, specific to the programme of interest. The 10% assessments in HA4301and HA4302 are aimed at providing students with a chance to test their understanding of assessment and learning and to flag up where further support is needed or attitudinal changes on the part of the student. It also enables the students to understand the process of familiarize themselves with the process of submitting work through a VLE.

The Level 5 modules, **Customer Mindfulness** (HA5304), **Creative Project Management** (HA5305) and **Live Case Study** (HA5306) are shared with the three other programmes, but will have customised, course-specific assessment enabling students to demonstrate specialist skills and knowledge. In the case of **Customer Mindfulness,** (HA5304), the principles and practice of analysing users is fundamental and relevant for different types of user or audience. Accordingly, the teaching will be common to all four programmes. However, the assessment will be targeted at the particular users of the programme pathway, for Fashion Promotion and Communication students the target consumer will be the fashion consumer, for Art Direction students, the target consumer will be the advert viewer or business client, for Design Marketing it will be the website user, while for Curation, Exhibition and Events students, the target will be the exhibition or event visitor. In this way, the content is common while the subject matter of the assessment is customised in order to draw on the different areas of focus for each of the four programmes, and students from each programme make up the combined project team. This will allow students to apply their particular specialism to the project, as well as experience working in different teams with people of different skills – an essential feature of creative project management. The Live Case Study module will have some common sessions at the start of the module before students in the different programmes are linked to a company or project that has a project or challenge that is specific to their particular programme. The programme specific module, **Fashion Promotion and Communication (1)** (HA5307) builds students understanding of the role of a fashion communications creative working collaboratively in a fashion firm or branding/marketing agency and will be assessed using projects designed to evaluate students' understanding of the knowledge and practices involved in creating fashion campaigns and content for the different marketing channels.

Students will be working collaboratively sometimes on grouped tasks. In these instances the mark awarded will be individualized as the piece of assessment using a reflective blog that documents their work. Where there is a group mark students will diarise what they did (in the appendix) or in the case of a presentation each student will participate and be awarded an individual mark.

At Level 6, the programme specific module **Fashion Promotion and Communication (2)** (HA6306) deepens students' understanding of the role and practices of fashion communications creative introduced in **Fashion Promotion and Communication (1)** (HA5307). This will be achieved by introducing new themes within communications such as public relations and written copy, introducing the challenge of creating moving image content and by requiring students to collaborate with new or existing businesses on either improving an existing fashion communications approach or, if working with a start-up, planning and concepting a new fashion communications plan and prototype of content. The module on Culturepreneurship is shared by the four BA (Hons) Creative and Cultural Industries programmes. The content for intrapreneurship (internal enterprise) and of enterprise development and planning is relevant and applicable for all creative enterprise challenges and contexts. The Capstone assessment, The Major Project (HA6305) will have shared research and report writing sessions but will be mainly delivered through 1-2-1 sessions that discuss the specific lines of enquiry and work carried out by the student. This module is the opportunity to develop and express the student's creative self, demonstrated through the production of a major enquiry into and response to an issue experienced by people and organisations operating in the creative industries. The work will be theoretically informed and practically orientated

by the Fashion Promotion and Communications context and assessed through a substantial written project outcome and presentation supported by a reflective log.

Modes of assessment include:

- **Research Portfolio** - this is a combined assessment bringing together many of the modes listed below to create a coherent whole which allows students to show their readiness for the portfolio based competencies necessary for working in the field of communications design and the Creative and Cultural Industries.
- **Reflective Log** – this is a thoughtful consideration of an experience or situation, task or problem that the students have encountered during the module. It will document what happened as well as reflections on the causes and consequences of what happened. Students will be encouraged to express themselves and explore what happened visually as well as in written form with reflective logs being in the form of multimedia journals or blogs as well as the more traditional diary format.
- **Projects outcomes** – this will involve creating storyboard explanations and prototypes of adverts or visual strategies and explaining the rationale and value of the ideas and the recommended solutions e.g. presentations, reports, research logs etc.
- **Oral Presentations** – these will most often accompany the project outcomes and provide an additional or alternative method for demonstrating understanding of the project and what was done as well as working to develop communication skills and powers of persuasion so necessary in the role of fashion communications professional.
- **Written report/essays** – these will be used to examine level of understating of theoretical aspects of advertising and audience communication and will usually include evidence drawn from either observation of real practice or from secondary sources drawing inferences from available empirical evidence.
- **Business or marketing plans** – these will be structured and operational in focus with emphasis placed on identifying rationale for key decisions taken, scheduling, prototypes and risks involved. They will always have a clear audience in mind for the plan and include an identification of resources required from investors.
- **Major Project** – this self-initiated capstone project is designed to allow students to show the depth and breadth of their skillset, summarising and synthesising understanding and skills built over the programme. It will be informed by research, contain a blueprint that could be actioned and include a reflection on the development of their creative self.
- **Personal Development Plan** – supported by different modules and the Careers and Employability Service, this allows the student to create a professional CV, digital profile and website in order to futureproof their 'outduction'. Although not explicitly assessed in one module, it displays professionalism, one of the programme's core values (see assessment rubric in section 5).

Learning and Teaching

Learning and teaching follows the principles of Thinking through Making which is based on the primacy of the project as a vehicle to both organise teaching and learning in terms of stages and outcomes and as preparation for the style of work graduates will be expected to be competent in. Taking place in the studio during a

mix of tutor guided and independent learning, the project helps create an atmosphere of experimentation and enquiry underscoring the important perspective that knowledge is fundamentally in the making and that ideas and solutions emerge during play and enquiry rather than through the consultation of a textbook or manual. This studio culture is exemplified through Peer Assisted Learning (PAL), in which the scrutiny of peers from both this and the sister programmes allows for development and real-world experience of working as a fashion promotions and communications creative.

This includes:

- **Briefings** - The briefing is central to the project and will involve tutor-led or business led explanation of the specifics of the project, its theme, scope, objectives, timing and outcomes. They are key for the discussion, analysis and evaluation of the project brief, research and insight gathering into the 'theme' or objective and subsequent problem finding for problem solving. This enables students to reflect on assessment criteria individually and in PAL scenarios.

- **Tool and Strategy Demonstrations** for concept and idea generation and the teaching of communication and presentation tools and techniques, for example what a project report is and how to write one.

- **Technical workshops** - This often involves the first introduction to a process, technique or equipment not previously experienced to a group of students. It encompasses the teaching of tools for design and prototyping. It is intended to make students aware of the potential and characteristics of equipment and skills. It is not intended that every student will necessarily go on to learn and apply the skills or knowledge. Students will then work independently to master the software or process asking for support from technicians when needed. Use of self-paced online skills tutorials.

- **Hacks –** rapid prototyping sessions that are guided by a brief or problem provided by an either an external business or individual, or by a KSA faculty member of student.

- **Site Visits** - By definition, a study visit will involve travelling to strategic venues of interest that may vary from visits to galleries and museums or to course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students learning experience as they provide the opportunity to see examples of design and industry in multiple 'real life' contexts.

- **Tutorials** - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support essay and project initiatives, and to guide and facilitate further independent and creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.

- **Seminars** - Seminars normally consist of a structured discussion that may be student- or staff-led presentations followed by discussion. The seminar is usually based upon a topic that has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged in order to develop students' ability to confidently communicate visually and orally.

- **Peer Learning** - A vital component of teaching and learning practices within a studio style pedagogy. Students work alongside each other and therefore take

notice of each other's work and discuss progress and issues informally. This includes project reviews to promote peer project discussion and debate.

- **Tutor and Guest speaker-led input sessions/Lectures** - A member of staff or invited guest will provide lectures or workshops, often followed by group discussion to ensure a full understanding and to encourage critical analysis of the material and critical self-reflection.
- **VLE/Canvas** - Teaching and learning is supported by a virtual learning environment which allows for a proactive blended learning approach, as evidenced in the assessment strategy's wide and varied range of modes.
- **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 covering photography, graphics, web design, audio and music, 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.
- **Independent Study** - Each module is divided into contact and non-contact hours with faculty. The independent study comprises the non-contact hours. Independent learning is also incrementally focused in the program with students becoming more and more self-dependent in their learning as they make their way up the levels. We also understand independent learning as being qualitatively different from contact hours with the faculty, in the sense that here the students take a leading role in the learning process. Tutors can engage with this learning by sharing studio space or visiting and being available for informal conversations. There is also the option to pursue self-paced online skills tutorials.

This course will produce graduates with skills enabling them to build careers in their chosen fields in an international context. Ultimately this means that they need to take responsibility for their learning, developing into independent learners and reflective practitioners. In order to facilitate this, Kingston University's strategy of widening participation develops broadminded learners and creative actors within a framework of diversity and inclusivity, through the creation of an accessible curriculum, enabling students to see themselves reflected in the curriculum and equipping students with the skills to contribute and work in to a global and diverse environment (Kingston University Inclusive Curriculum Framework).

Student centred

One of the objectives of the course is to encourage and provide resources and support for the students to develop their creative self. In other words, the confidence, knowledge and practices needed to develop novel and creative responses to challenges in ways and with media that are not necessarily part of the sector 'recipe' book. The personal tutor scheme is one way this is encouraged. From induction onwards, students will be encouraged to develop a Personal Development Plans that link their study to their performance and growing creative self with the need to build highly employable skills and attitudes, such as CVs, online profiles and digital presence (blog). Although not explicitly assessed, this is clearly acknowledged as part of being a professional, and is one of the programme's key values (see assessment rubric).

Development of academic and practice-based skills

Academic and practice-based skills are developed throughout the programme and are detailed in the module descriptors. The assessment rubric developed for the course ensures students both know what values they are being assessed against and aligns the feedback and development with the programme learning outcomes (Section C), KU key skills (Section E) and the six KU graduate attributes - see next page.

Assessment Rubric: Staircase development of Core Values from Level 4 to Level 6

<table>
<tr><th colspan="2">CCI Value</th><th>L4: Describe</th><th>L5: Deduce</th><th>L6: Speculate</th></tr>
<tr><td rowspan="3">Creative Practices</td><td>1 Visual Communication Skills</td><td>Use of visual communication skills</td><td>Development of visual communication skills</td><td>Application of visual communication skills</td></tr>
<tr><td>2 Written Communication Skills</td><td>Use of written communication skills</td><td>Development of written communication skills</td><td>Application of written communication skills</td></tr>
<tr><td>3 Storytelling</td><td>Transmission of ideas</td><td>Development of coherent narratives</td><td>Persuasiveness</td></tr>
<tr><td rowspan="3">Creative Self</td><td>4 Creative thinking</td><td>Recognition of creative thinking</td><td>Production of creative thinking</td><td>Authenticity of response as a creative thinker</td></tr>
<tr><td>5 Risk</td><td>Risk taking, independence</td><td>Autonomy</td><td>Ambition and innovation</td></tr>
<tr><td>6 Professionalism</td><td>Audience recognition</td><td>Positioning within the industry</td><td>Professional and outward facing</td></tr>
</table>

Graduate Attributes

PROFESSIONAL	Our graduates are knowledgeable and confident in using their subject expertise at work. They are self-aware, and understand how their actions impact on others and the need to act ethically. They work effectively in teams and play a full part in achieving organisational success.
THOUGHTFUL	Our graduates are reasoned thinkers. They are information literate and can analyse, synthesise and evaluate complex information from a range of sources. They are culturally and emotionally intelligent and open-minded
CREATIVE	Our graduates have original ideas and communicate them well to others. They are inventive and experimental, finding original solutions to problems and influencing change. Many are entrepreneurial, finding solutions to commercial or social challenges.
RESILIENT	Our graduates have the resilience needed to flourish in a changing world. They are agile, courageous and have the skills to tackle challenges in current and future work environments.
PROACTIVE	Our graduates use their knowledge and skills to lead and influence
GLOBALLY AWARE	Our graduates come from diverse backgrounds and are culturally aware. They understand our world is increasingly interconnected and recognise their own potential to make a difference in a rapidly changing international context.

Research and practice-led teaching

Research informed teaching operates throughout the course, with research active and professionally engaged staff integrating and contributing their current and on-going knowledge in the development of the programme, the curriculum, the modules and the course's teaching and learning processes. KU staff have comprehensive

industry experience or significant research achievements and will be supplemented by guest speakers from industry. The programme will be practice-led through its selection of content, the project-based pedagogy involving briefs, where possible, provided by businesses, and industry engaged staff. However, sector facing doesn't mean sector capture. The practices studied and engaged in by students will be critically examined so that new ways of working can be identified and established recipes challenged. The hybridity of the content, involving commercial and creative attitudes, experiences and values requires and will make necessary a constant enquiry led and critical approach.

Employability

The BA (Hons) Creative and Cultural Industries: Fashion Promotion and Communication seeks to produce graduates able to survive and thrive in the challenging world of the creative industries. Content has been designed around the skills and knowledge needed, explicitly linking the creative with the commercial and providing skills such as project management that are in high demand in the sector, as evidenced by our focus groups and consultation carried out by Professor Stephanie Donald. Employability will be increased through the project-based teaching and learning style, the frequent use of company provided briefs and the Live Case Study (HA5306) module. The assessment rubric has been designed specifically to build skills and knowledge that will make graduates more employable. This is supported through a commitment to sustainable and ethical practice.

In addition to a Personal Tutor who will help students reflect on their employability, all students will be offered a mentoring session from someone with industry experience working outside the university. This mentor will be assigned at the start of the second year and involve a flexible arrangement of 6 hours' interaction, made up of either through skype, email, phone of face to face. This will provide the students with a timetabled opportunity to seek advice on career development, supported by less formal contact with the Careers and Employability Service and Faculty aligned Careers Advisors.

At the end of the second year of study students will be given the opportunity to apply for a range of 10 to 12 week-placement opportunities with relevant organisations. It will be the students' responsibility to win these placements through performance at interview and resources designed to support this effort will be provided by the University's Careers and Employability Services who will provide CV writing workshops and interview training sessions. Such placement's if won by the student are considered extra-curricular, and as such are not part of a module or assessment.

Through the personal tutor scheme and modules in level 5, students will be encouraged to create blogs to record their work and demonstrate engagement and understanding of the sector. These will act as a way to demonstrate passion and suitability for the designated role. As students progress through the degree the personal tutor scheme will be used to develop a Personal Development Plan -which tracks progress made and identifies areas to work on so that their learning and skill development during their study is maximised and on graduation the student is prepared to join the creative sector.

Planned for launch in 2019, the Creative Agency at Kingston School of Art will be a project brokering platform that matches talented and entrepreneurial students from across all the courses at KSA with companies in Kingston and Greater London who have visual content production or user experience design needs. Students joining the BA Creative and Cultural Industries: Fashion promotion and Communication

degree can join the agency and gain from additional opportunities to develop their professional skills and enhance their employability.

Contribution to Society

he Creative and Cultural Industries provide economic, social and psychological benefits to society as a source of growing employment, a means of expression, a platform for communication and a source of wellbeing (https://www.artscouncil.org.uk/make-case-art-and-culture/why-art-and-culture-matters. (Accessed May 2019). This programme provides students with educational experiences needed to join the creative sector and help strengthen its contribution to our way of life. Graduates will, in addition to helping the sector continue to provide products, services and experiences, help prepare firms for the changes and innovations that occur in society and technology.

The QAA Benchmark for Art and Design notes that "The study of Art and Design as an academic and intellectual pursuit develops a range of cognitive abilities related to the aesthetic, ethical and social contexts of human experience. Engagement in the study of Art and Design is therefore a commitment to improving the quality of one's own and others' experiences." (Section 1.2). This course has been developed in the spirit of these views and additionally we would argue that the courses learning outcomes of developing creative practitioners able to marry creative with commercial attitudes, practices and languages will equip graduates to make lasting contributions to society.

Student engagement

The philosophy of the course is one of collaboration, experimentation and the development of the creative self. Student engagement is through practical project working on realistic briefs with demonstrable sector relevance, or live briefs provided by businesses. The value and relevance of the knowledge and skills being developed will be clear through this project-based approach. Confidence will be built through collaboration with their peers, feedback and support in the studio from the tutors and the wider art school approach of fearless experimentation. These qualities are reinforced by early module reviews and other ways of gathering and responding to student feedback, for example course reps, Staff Student Consultative Committees and Boards of Study. These ensure that modules and courses are meeting needs and managing expectations in order to optimise student experience and engagement.

Students are encouraged to become a part of the wider culture of the Kingston School of Art (KSA). Students will be invited to school events including masterclasses, exhibitions and book launches, and KSA level activities such as Interdisciplinary Week - where students engage with new practices such as computer coding and ceramics. KSA have evening classes where students from any course can experiment with new skills such as sketching, or 3D printing. The annual (sometimes bi-annual) staff/student social provides an opportunity to meet – and network with - students across the School. Further, regular year meetings provide a forum for the discussion of issues. The school blog, to which all staff and students contribute, is a platform for the dissemination of news, events and recommendations and reviews of books, articles and exhibitions. It will also play a role in assessments in the communication of ideas on art and design.

Key skills

The key skills identified by Kingston University are embedded within individual modules and synoptically across the course.

F. Support for Students and their Learning

Students are supported by:
- Head of Department
- Course Director
- Module leaders
- Personal tutors
- The VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
- LinkedIn Learning – an online platform offering self-paced software tutorials
- Student mentors – these will become fully established as the course develops.
- Industry Mentors - this will become established as the course develops but there is a firm commitment that the course will use this resource to support students and their learning.

Personal Tutor Scheme

Students are allocated a Personal Tutor on their arrival at Kingston. The tutor's role is to support the student throughout their three years at University. The aim of meetings is to ensure a good transition to University and also allow the student to have an identified tutor whom students know are there to encourage and support them as individuals. Tutors are available via appointment and in Office Hours according to the schedule lain out below.

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 on-going 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 each year: level 4, 5, 6.
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

Level 4: Settling in and building confidence
- To assist students in making the transition to Higher Education and to generate a sense of belonging to KU.
- To help students to develop good academic habits and to gain the confidence to operate successfully in a university context.
- To prepare students to make the most of feedback throughout their course.

Minimum expectations of contacts between students and Personal Tutors

- Teaching Block 1: minimum of three face-to-face, one-to-one or small group meetings.
- Teaching Block 2: minimum of two face-to-face meetings (may be group or one-to-one).
- At the end of the academic year, the University will send a letter to students containing a range of information and will remind them about all sources of advice and support, including their personal tutor. Where possible, personal tutors should themselves make contact with their tutees to wish them well and offer advice on their academic performance and how best to prepare for retakes and/or the next year of study.

Level 5: Stepping it up and broadening horizons
- To help students understand and plan for the academic demands of Level 5 and to foster increasing independence.
- To encourage students to look forward, to take up opportunities to develop wider skills and to take responsibility for their personal development.
- To foster students' ability to build on, and respond proactively to, the feedback they have received.

Minimum expectations of contacts between students and Personal Tutors
- Welcome back and face-to-face planning meeting on a one-to-one basis.
- End of teaching block 1: email contact (e.g. linked to social event).
- At the end of the academic year, the University will send a letter to students containing a range of information and will remind them about all sources of advice and support, including their personal tutor. Where possible, personal tutors should themselves make contact with their tutees to wish them well and offer advice on their academic performance and how best to prepare for retakes and/or the next year of study

Level 6: Maximising success and moving on
- to help students with the planning necessary to maximise success in their final undergraduate year.
- To encourage students to be proactive in moving towards professional life and/or further study.
- To help students to make best use of the feedback they have received so that they can build on their strengths and take steps to address any weaknesses.

Minimum expectations of contacts between students and Personal Tutors
- Welcome back and face-to-face planning meeting on a one-to-one basis.
- End of teaching block 1: email contact (e.g. linked to social event).
- At the end of the academic year, the University will send a letter to students containing a range of information and will remind them about all sources of advice and support, including their personal tutor. Where possible, personal tutors should themselves make contact with their tutees to wish them well and offer advice on their academic performance and how best to prepare for retakes and/or the next year of study.

To accompany the personal tutor scheme meetings, students will be encouraged to create a personal development plan that will be built on as the student progresses through the degree. This will record and structure the conversations they have with their tutor, ensure attention is placed on identifying actions to take to improve understanding and skill and operate as a plan to prepare for life after graduation and the building of a sustainable creative career.

Wider Faculty- and University-level support for students and their learning comes from:
- Academic Success Centre
- Student Achievement Officer (pastoral)
- Information Services and Learning Resources Centre
- Technical support
- Language Support
- Union of Kingston Students
- Student and Course Office, with a dedicated Course Administrator
- Staff Student Consultative Committee and Board of Study
- Faculty-aligned Careers Advisors who run weekly drop-ins and 1:1 appointments

Orientation to the course, School and Faculty-level support is provided in the course handbook and induction, and ongoing use of VLE.

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
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including MEQs (Module Evaluation Questionnaires), Level Surveys and the NSS
- Moderation policies
- Feedback from employers

These are supported by:
- Recruitment data
- Admission and conversion data
- Entry qualifications and standards
- Subject league table rankings
- Graduate Outcomes data
- Value Added and BME metrics around attainment and attainment gaps

H. External Reference Points

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		
		HA4301	HA4302	HA5305	HA5306	HA5304	HA5307	HA6305	HA6304	HA6306
Knowledge & Understanding	A1	S				S	S	S		S
	A2							S		
	A3	S		S	S		S	S	S	S
	A4				S	S	S	S	S	S
Intellectual Skills	B1	S					S		S	S
	B2	S		S	S	S	S	S	S	S
	B3					S	S	S	S	
	B4				S	S	S	S	S	S
Practical Skills	C4			S			S	S	S	S
	C1			S						S
	C2	S		S	S		S		S	S
	C3	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.

Additional Information