

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

MA CREATIVE DIRECTION FOR FASHION

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2019/20]

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts ¹		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	Master of Arts		
Course Title	Creative Direction for Fashion		
Course Location and Length	Campus: Rochester	Length: Full time - 1 year Part time – 2 years	
Mode of Study	Full-time	✓	Part-time ✓
Period of Validation	2019/20 to 2023/2024		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p>Entry criteria and requirements²</p> <p>A good Honours degree or equivalent qualification in the subject or a related discipline and/or relevant work experience, demonstrating an ability to study at postgraduate level.</p> <p>Consideration will also be given to applicants who can make a strong case for admission in relation to a particular project and can demonstrate their potential to satisfactorily complete the course.</p> <p>Other relevant and equivalent UK, European and International qualifications will be considered.</p> <p>For applicants whose first language is not English: Average IELTS score of 6.0 (or equivalent) with a minimum achievement of 5.5 for all components, is required.</p> <p>Applicants who have non-standard qualifications (or who wish work or life experience to be taken into account as part of their application) will be considered on an individual basis, in line with the general aims and principles of the Admissions Policy and within the terms of the Accreditation of Prior Learning policy (APEL).</p> <p>Portfolio For this course we will require you to attend an Applicant Day and bring your portfolio for assessment. Further information on how to compile a portfolio and the specific requirements for examples of work to be included will be provided on the Applicant Portal.</p>			
Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Course:	0.0%	0.0%	100%

¹ Regulated by the Higher Education Funding Council for England

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Course:	16.7%	83.3%	0%
	300 hours	1500 hours	0 hours
General level of staff delivering the course ⁵	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: QAA Master's Degree Characteristics Statement, September 2015			
Framework for Higher Education Qualifications (FHEQ)			

The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Course				
RCDF7001 Professional Practice	7	30	Core	N/
RCDF7002 Research & Critical Enquiry	7	30	Core	N/A
RCDF7003 Creative Concept Development & Consolidation	7	60	Core	N/A
RCDF7004 Final Project Resolution & Promotional Launch	7	60	Core	N/A

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

Section B - Course Overview

Global Fashion brands need ‘rule breakers’, radical and innovative Creative Directors to communicate their visual messages effectively. This future focused course combines creative thinking skills and knowledge with image making to build a portfolio that is cross disciplinary, diverse and inclusive. This course will enable you to become an innovative Creative Director working within the fashion and related industries.

You will be responsible for establishing and developing a fashion designer or brands personality, and harnessing whatever creative means are at your disposal.

You will cover the key stages of content development; identifying a great idea and shaping the content, protecting the content and navigating it towards production and activation across global fashion markets.

You will be co-creating with creative team members.

You will be a ‘maverick’ with an enquiring mind, open to opportunities to partner with all manner of other creative industries. Through these partnerships, you will be forging new paths to innovation, and staging a creative fashion mutiny.

You will disrupt and embrace diverse contemporary fashion and cultural issues to create provocative, forward thinking concepts that push the boundaries of current practice in discussion with appropriate industry mentors throughout the programme.

Brief outline of Units:

Professional Practice

The aim of this unit is to enable you to situate your practice and outline a clear direction for your MA studies in creative direction for fashion. Facilitated through industry collaboration (analysis and reflection of an existing campaign or fashion rebrand and transformation), this unit runs simultaneously alongside the Research & Critical Enquiry unit.

Research & Critical Enquiry

The aim of this unit is that through research, critical enquiry and understanding of a range of cultural, social economic and industry contexts, will inform and enhance your project development.

Creative Concept Development & Consolidation

The skills, knowledge and critical perspectives acquired during previous units will support and inform the design and modification of your creative concept. The body of work will be appropriate for an intended market, target consumer and/or brand, and will clearly demonstrate creative vision in depth and scope; from brand work to book design, photography to film, editorial to exhibition.

Final Project Resolution & Promotional Launch

A culmination of your MA studies and work completed in the previous units. You will realise and present (on relevant platforms), a ‘no holds barred’, current creative concept and promotional launch strategy which clearly demonstrates key skills in art and design practice, visual communication and identity, and relevant industry collaboration (as appropriate).

Section C - Course Aims

- To enable students to align their creative practice to an intended market sector and fashion product category.
- To extend students' specialist fashion related knowledge of technical skills, processes and technologies in order to facilitate and support their creative practice.
- To further develop the students' understanding of the role and diversity of fashion research methods and how they can be applied to their creative practice.
- To re-evaluate social, cultural, political, technological and environmental contexts and how they might inform ideas and visual identity through fashion.
- To enable students to develop an advanced understanding of key fashion industry practices.
- To encourage and develop a professional engagement and a sustainable independent practice, based on an informed advanced understanding and critical evaluation of systems, practices and professional contexts within fashion.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

- Demonstrate in-depth knowledge of a specific market level and fashion product category.
- Realise the effective application of creative research methods in formulating concepts and ideas through the exploration of fashion processes, materials, relevant technologies and social/cultural trends.

Understanding

- Develop a visual campaign or fashion rebrand to a professional standard, informed by relevant market research, relevant technologies and effective approaches to visual communication and sustainability.
- Develop a structured and coherent Marketing Plan to support the development and financial viability of a visual campaign or fashion rebrand.
- Collaborate with both internal and external fashion industry partners, in order to consolidate project outcomes.

Application

- Demonstrate an effective application of knowledge relating to the development of a unique creative vision and fashion communication strategy.
- Structure and implement a business plan to evidence the application of a long-term creative vision across global fashion markets.

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

- The MA Creative Direction for Fashion is project-based, but is supported by seminars, tutorials, industry mentors, workshops, work in progress sessions and critiques. At postgraduate level, the student is expected to identify, develop and manage their own MA Project and further develop the skills needed for autonomy of research. Through a proactive relationship with their tutors, students will lead their project work and be supported by staff through consultative and advisory tutorial guidance.
- The ability of students to carry out independent research and to manage and appraise the development of their project is a defining attribute of the course. The progressive move from staff-directed to autonomous learning is an integral part of the structure of this course, and teaching and learning practices encourage students to develop the abilities of student-led or independent learning as thoroughly as possible.
- On-line teaching and learning support is provided principally through myUCA and email. All MA students receive an induction into the use of myUCA as part of their introduction to the course. It is the main means of communication between course staff and students providing timetable information, tutorial times and announcements. It also provides a database for MA students containing course documentation, and links to web-based resources. In addition, e-mail is used as a means of communication and tutorial support, particularly for students following the part-time mode and those who may be working off-site for any period of time.
- PDP (Personal Development Planning) is an intrinsic element of the approach to student learning on this course. Through each of the three phases of the MA course, students have the opportunity to engage in activities that will assist them in identifying their skills and knowledge, reflecting on their achievement and relating this to their professional career aspirations. Key elements of this are the development of the MA Business Plan in terms of setting goals, the ongoing use of the Research Methods Journal as a vehicle for critical reflection, and the final stage concern with publication and dissemination of the final project.
- It is our aim to develop in MA students a high level of competence in practical, visual, oral and written expression and to equip students with the confidence to communicate their ideas effectively.
- Students gain credits through successful completion of units within the University's Common Credit Framework. Master of Arts degrees will be awarded on the basis of meeting the credit requirements.

Assessment Strategy

- Assessment has a key role to play as part of a series of strategies that support critical and reflective practice. Assessment points provide clear stages of major review and reference for students and opportunities in view of guiding both the quality of work in relation to Master's level benchmarks and insights into the specific considerations of individual research projects.
- Final unit assessments also ensure that those passing the individual units and achieving the final Masters award have achieved standards commensurate with the nationally defined expectations for academic awards at this level.
- The assessment strategy for the MA course is concerned with the student's development in two areas: understanding of bodies of knowledge and the application of a range of advanced skills in

the deployment of this knowledge.

- The development of applied skills is progressive throughout the course structure and therefore these are evident in all units. In both knowledge and applied skills, the specific requirements for assessment are articulated in the unit assessment criteria.
- The relationship between learning outcomes, assessment criteria and marking descriptors at each phase of the course ensures a focus on method and process as appropriate to the overall course learning outcomes. Learning outcomes are mapped against assessment criteria in each unit descriptor.
- All courses use feedback indicator sheets to clarify and guide the deliberations of assessors and to enable this evaluation process to be accessible to students and capable of providing essential feedback. Assessment is constructive and has an emphasis on personal development.
- Industry engagement is fundamental and encouraged whenever possible in order for students to gain professional experience of working outside the University and to necessitate the appropriate contacts.

Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures, which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports.
- Key statistics including data on retention and achievement.
- Results of the Student Satisfaction Surveys.
- Feedback from Student Course Representatives.