

**UNIVERSITY FOR THE CREATIVE ARTS**

**PROGRAMME SPECIFICATION FOR:**

**BA (HONS) FASHION (4 YEAR)**

*This document is a hybrid version for 2019/20<sup>1</sup>*

**PROGRAMME SPECIFICATION 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 that are 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.*

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<sup>1</sup>This version combines Section A of the new 2018/19 Programme Specification template (which combines the following sections of the Programme Specification 2015/16: A, B, C, F and table of units) and the following sections of the 2015/16 Programme Specification for the course: Course Aims; Course Outcomes; Summary of Distinctive Features of the Course; Learning, Teaching & Assessment; Enhancing the Quality of Learning & Teaching.

## Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>2</sup>		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Fashion (4 year)		
Course Location and Length	Campus: Epsom	Length: Full-time - 4 years	
Period of Validation	2015/16 to 2019/20		
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p>Entry criteria and requirements<sup>3</sup></p> <p>Portfolios are not compulsory for the four-year option – however, if you do have some work you'd like to share with us, this would be very welcome.</p> <p>The standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> <li>• 64 UCAS tariff points from accepted qualifications*, or</li> <li>• Pass at Foundation Diploma in Art &amp; Design (Level 3 or 4), or</li> <li>• Merit, Pass, Pass at BTEC Extended Diploma, or</li> <li>• Pass at UALAB Extended Diploma, or</li> <li>• 64 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject</li> </ul> <p>And four GCSE passes at grade A*-C and/or grade 4-9 including English (or Functional Skills English/Key Skills Communication Level 2).</p> <p>Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.</p> <p>If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.</p> <p><i>*To see the accepted QCF qualifications, visit: <a href="http://uca.ac.uk/study/accepted-qualifications/">http://uca.ac.uk/study/accepted-qualifications/</a></i></p> <p><i>** We occasionally make offers which are lower than the standard entry criteria, to students</i></p>			

<sup>2</sup> Regulated by the Higher Education Funding Council for England

<sup>3</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

<i>who have faced difficulties that have affected their performance and who were expected to achieve higher results.</i>			
Overall methods of assessment <sup>4</sup>	Written exams:	Practical exams:	Coursework:
Stage 0	0.0%	0.0%	100.0%
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	6.3%	93.8%
Stage 3	0.0%	0.0%	100.0%
Overall Learning & Teaching hours <sup>5</sup>	Scheduled:	Independent:	Placement:
Stage 0	35.0%	65.0%	0.0%
Stage 1	420 hours	780 hours	0 hours
	35.0%	65.0%	0.0%
Stage 2	420 hours	780 hours	0 hours
	31.5%	53.5%	15.0%
Stage 3	378 hours	642 hours	180 hours
	30.8%	69.2%	0.0%
	370 hours	830 hours	0 hours
General level of staff delivering the course <sup>6</sup>	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: Art & Design			

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

<sup>5</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>6</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

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	If elective is this the most popular student choice?
Year/Stage 0				
EFSH3013 - Introduction to Creative Practice	3	30	Core	
EFSH3014 - Independent Practices 1	3	30	Core	
EFSH3015 - Discovering Design	3	30	Core	
EFSH3016 - Independent Practices 2	3	30	Core	
Year/Stage 1				
EFSH4004 - Introduction to Design	4	30	Core	
EFSH4005 - Visual Communication	4	30	Core	
EFSH4006 - Creative Cutting & Construction	4	30	Core	
EFSH4008 - Introduction to Fashion History & Theory	4	30	Core	
Year/Stage 2				
EFSH5009 - Innovative Design Practice	5	30	Core	
EFSH5010 - Creative Drape Practices	5	30	Core	
EFSH5011 – Professional Practice	5	30	Core	
EFSH5013 - Theories of Culture, Identity & Communication	5	30	Core	
EFSH5012 - Theories of Culture, Identity & Communication Study Abroad Option	5	30	Elective	No
Study Abroad with Host Institution	5	60	Elective	No
Year/Stage 3				
EFSH6006 - Professional Portfolio	6	30	Core	
EFSH6007 - Final Major Project – Option 1	6	60	Elective	Yes
EFSH6008 - Final Major Project – Option 2	6	60	Elective	No
EFSH6009 - Dissertation	6	30	Core	

**COURSE AIMS**

- A1. Prepare students for employment within the global fashion industry, post graduate study and life-long learning;
- A2. Nurture creativity and innovation within distinct fashion design related disciplines;
- A3. Develop curiosity through the practice of research, critical analysis; design invest sustainability, and contextual study;
- A4. Develop knowledge and skilful practices in problem solving, creative cutting, textile applications, garment construction and image making skills;
- A5. Encourage reflective practices, self-management, team working, interdisciplinary practices and collaboration to support the development of employability skills and work towards independence and a personal professional strength.

## **COURSE OUTCOMES**

Upon successful completion of the course students are able to:

### Knowledge

LO1. Demonstrate knowledge and skilful practices in the development, construction and realisation of design solutions;

### Understanding

LO2. Employ both convergent and divergent thinking in the processes of observation, investigation, sustainability, speculative enquiry applied to the process of design realisation;

### Application

LO3. Critically evaluate, adapt and apply a range of practical, theoretical and creative skills to meet the changing needs of the global fashion industry;

LO4. Formulate and communicate ideas, concepts and judgements to an intended audience, informed through the critical analysis and synthesis of appropriate research material;

LO5. Critically evaluate and apply Personal Development Planning principles to identify personal strengths and needs, and reflect upon professional development in relation to industry needs

## **SUMMARY OF DISTINCTIVE FEATURES OF THE COURSE**

The BA (Hons) Fashion course is one of the leading fashion design courses within the UK, with an international reputation for producing world-class talent, where our students graduate with the

essential creative, professional and practical skills to further their design career interest within the Fashion Industry.

*“The BA (Hons) Fashion course at UCA Epsom is an award-winning course with graduates winning national GFW awards and progressing to MA courses, in addition to creative jobs in the fashion industry due to their experimental and creative approach. The work produced is at the higher end comparable with the best courses in the London Area.” — Elinor Renfrew, External Examiners Report 2014*

We have created an environment for our community of students to be able to collaborate with other like minded creative individuals studying at UCA on our Fashion, Fashion Promotion and Imaging, Fashion Journalism, and Fashion Management and Marketing courses, which seeks to nurture cross-disciplinary practices and reflect the professional working environment.

The BA (Hons) Fashion course at the Epsom Campus is a highly desirable place to study with a friendly, dynamic and creative community of students studying across a wide range of fashion related courses and is ideally located with close proximity to London.

The philosophy of the course aims to provide a friendly, creative and professional learning environment that enables our students to be inquisitive and experimental within their design thinking and within their practical work. Our students are encouraged to take risks and engage in a wide range of creative projects that seek to support the development of their professional skills and innovative design practice for the global market place.

Our teaching focus is placed upon the development of versatile and adaptable fashion designers who are equipped with the essential skills and knowhow to be able to respond to both conceptual and commercial briefs, underpinned by a sound knowledge of the fashion industry and a critical understanding of the social, cultural, economic, sustainable and environmental factors influencing their professional environment.

Students on the course also develop a wide range of practical skills within areas of pattern cutting, garment manufacture, drape, tailoring, fabric manipulation, and constructed textiles, as well as professional image making and visual communication skills within areas of design drawing, illustration work and use of mixed media, photography and styling, portfolio presentation and computer aided design, which are all key to the distinctive quality and success of our fashion graduates.

Our fashion graduates progress with transferable and holistically formed expertise, which prepare them for postgraduate study or to establish their careers within the global fashion industry equipped with comprehensive employability skills for a highly competitive and constantly changing employment market.

## **SECTION H - LEARNING, TEACHING AND ASSESSMENT**

### **TEACHING AND LEARNING**

The stimulating and challenging educational experience offered on the BA (Hons) Fashion course focuses upon learning and teaching strategies provided through a combination of structured and directed teaching, peer to peer learning, one to one support and independent study.

The course provides an experiential learning experience, in which students are introduced to, apply, and practice gained knowledge and skills within all areas of research, design, manufacture and visual communication in relation to fashion design principles and industry contexts. Students are encouraged to take a reflective approach to their own learning and given opportunities to evaluate their own work and to negotiate their own learning action plans.

The course seeks to empower students to become autonomous thinkers, by delivering the essential skills and support, and as the course progresses allowing the individual to manage and take responsibility for their own learning. The methods employed are aligned to current pedagogic thinking, in particular to specific advocacy of 'deep approaches' to learning. The teaching methods employ strategies to promote creativity, exploration as well as the skills of critical reflection and the capacity to sustain a commitment to study.

The course team believes in the integration of theory and practice, in critical and reflective methodologies and learning methods. Theoretical components are delivered both within practical and contextual studies units allowing students to contextualise their practice and prepare them for employment and/ or postgraduate study.

The first year of the course teaches creative and transferable skills, knowledge of the subject, study methods and approaches to critical thinking and locating creative fashion related practice. As the student progress through the three years of the degree course, the methods of study become increasingly self-directed and in many instances student generated.

The balance between structured and independent learning are reflected in the teaching methods used on the course, and methods are employed to enable students to meet the course outcomes as well as individual goals. Timetabled independent study will enable students to demonstrate their skills as autonomous learners through individual time management, to develop their ability to formulate goals, meet given deadlines and reflect industry practices.

The course provides a practical and intellectually challenging environment in which to prepare students with the essential knowledge and skills required for the changing demands and needs of the global fashion industry.

The course provides an inclusive learning environment delivered through a diverse range of teaching methods to support different learning styles including lectures, seminars, practical workshops, demonstrations, studio practice, online learning, critiques, formative assessments, group and individual tutorials, placements, fieldwork, external visits, and guided and self-directed independent study.

### **Lectures**

A number of lecture series, in relation to units of study, will provide the contexts and framework for learning specific areas of fashion and the design process. Learners will have the opportunity to see visual examples of student work and related industry practices to support their understanding of theories, methodologies and processes used in a variety of contexts.

### **Workshops**

A range of design, technical and visual communication workshops, supported by the lectures and online resources, will introduce the student a wide range of creative, practical and professional skills used within the design process. The workshops provide an opportunity for learner to apply gained skills and knowledge to their practice and make connections to related industry contexts.

### **Demonstrations**

Demonstrations include practical instruction and step-by-step guide to undertaking specific methods, processes and techniques that provide a tactile and visual learning experience for students to understand and put into practice. Students will be encouraged to record and evaluate their individual step-by-step processes using written notes, photography and diagrams for future reference and acts as a method of reflection for their learning and development.

### **Studio Practice**

Timetabled studio practice will include supervised guidance within the design studio or fashion workrooms with a tutor or technician to support student activities related to specific project work. Peer to peer learning and informal critiques will provide students with an opportunity to reflect upon their work and its relation to the work of other peers.

### **Guided Independent Study**

Guided independent study may require the student undertake preparation for scheduled sessions, follow-up work to extend the individuals learning and development, reading or research activities or practice to develop their skills and confidence. In all cases, students will be expected to demonstrate self-initiative as well as manage and be responsible for their own learning.

### **Tutorials**

Group or one to one tutorials will provide the student with the opportunity to receive feedback and direction on specific project work and their progress from the tutor and on occasions from their peers.

### **Group Critiques**

Throughout the course students will be able participate in group critiques, in which the students' design or practical work is peer reviewed in a group setting. Group critiques provide an invaluable form of self-appraisal, an opportunity to receive individual feedback from their tutor and peers, and also indirectly learn by means of the discussion centred upon the work of other members of the group.

### **Fieldwork**

Students will be expected to undertake unsupervised fieldwork in which to carry out surveys and other forms of data collection in relation to market, company or consumer research activities.

### **External Visits**

Students will be expected to carry out independent research using a range of secondary and primary sources, including exhibitions, museums, trade fairs and suppliers, fashion businesses and retailers and other relevant sources of information. In addition, optional supervised external visits may include textile mills, designer studios, trade events and cultural / fashion related study trips overseas (subject to availability and costs).

### **Placement**

Year 2 students will participate in a series of lectures and seminars to support the development of a range of professional skills and prepare them for entering a period work placement towards the latter stage of Term 2. The work placement will provide students' with the opportunity to place their



knowledge and skills gained to date within an industry context and also develop new experiences and skills within the work place. The course views the work placement as an essential component in the development of employability skills and in supporting the student in the development of their professional practices.

## **ASSESSMENT**

### **Common Credit Framework**

The common credit framework renders the assessment process explicit and transparent, noting credit achievement where it occurs and gives due recognition of transferable skills and related competencies. It is also designed to recognise achievement rather than penalise failure, with progressive and incremental sanctions for poor performance within and across units. It also informs the basis for standard practice throughout the University for the calculation of progression and recommendation of awards.

The range of assessment methods and criteria deployed across the provision are designed to serve the following purposes:

- to measure the performance over a specified part of the course in relation to the learning objectives, assessment requirements and project outcomes;
- to provide feedback about performance, helping students to identify strengths and areas for further development;
- to determine the suitability to progress to the next level of the course;
- to determine the award of an appropriate qualification.

The assessment scheme is a two-tier process, which operates throughout the student's studies at unit and course level through assessment.

### **Unit Assessment**

The unit assessment is the basic component of assessment. The credit value of each unit is proportional to its study time, providing weighting for the unit and allowing each unit mark to contribute proportionately to the stage mark. Units are normally assessed within the unit duration and specified assessment dates stated in the Unit Handbook. Assessment results and written feedback, in accordance with institute benchmarks, is provided to the student and posted on MyUCA.

Each unit contains a timetable for assessment, a clear statement of assessment requirements and the assessment methods appropriate to the learning outcomes and length of study. Assessment requirements will vary depending on the nature of the unit. They may be a specified list of assessment requirements or obtained by a portfolio of evidence, which may include sketchbook work, design presentation, design realisation, technical files, oral presentations, reflective journals and written submissions.

### **Stage Assessment**

The stage assessment is the major summative assessment point occurring at the end of each academic year and allows progression between the levels of the course. Where appropriate it may

form the basis for recommendation of an award. The purpose of the stage assessment is:

- to consider the overall performance of learners within a stage of the course
- to award credit where appropriate
- to set any conditions for progression or retrieval of failure

Provision is made for moderation, including external moderation where appropriate.

The methods for assessment will vary throughout the students' studies. The range, indicated below enables the academic team to align differing assessment methods against differing outcomes requiring both specified and portfolio submission.

### **Tutor Led Assessment**

In tutor-led assessment, tutors will identify the level of achievement of the learning outcomes against the assessment submission and make an academic judgement in relation to the grade and level descriptors about students' work.

### **Internal Verification**

The internal verification serves to maintain parity of marking. The college verifies a ratio-based number of all final subject-specific unit marks. This number is determined using a ratio set by the University in relation to cohort numbers, with marks being noted as 'verified' on all assessment feedback sheets. Verification takes place prior to the unit marks being published to the students. All students are given feedback by academics on the summative assessment feedback sheet. When appropriate general feedback is given verbally, in end of unit feedback sessions.

### **Formative Assessment Feedback**

Feedback can be formative, given during the development of the student work or assessment requirement. This feedback seeks to help the student to evaluate and develop their work as they go. It is given with reference to the assessment criteria and may also describe other achievements or concerns. Formative feedback aims to help the student to improve their work. It may only include comment but may also include an indicative grade.

### **Summative Assessment Feedback**

Summative feedback is the feedback given at the point of assessment; it is the final outcome of achievement for the students' assessment requirement such as a portfolio, essay, report, project, practice and dissertation. It usually includes written feedback in reference to each assessment criteria and a numeric grade. The grading descriptors are used to describe student achievement for each assessment criteria.

### **PERSONAL DEVELOPMENT PLANNING (PDP)**

Current research into learning indicates that students learn most effectively when they adopt a deep approach to their learning. A deep approach is characterised as one within which students attempt to

make sense of what is learnt, of ideas and concepts. We will encourage you to take a reflective approach to your own learning, and you will be given opportunities to evaluate your own work and to negotiate your own learning action plans. We will encourage you to be an active learner because we know that students learn most effectively when their motivation is intrinsic and when they feel personally committed.

When students are aware of their own learning style they can support their own learning more effectively. A deep approach contrasts with a surface approach in which students simply try to memorise facts or meet assessment requirements superficially. A deep approach is an essential for independent learning so you will be given opportunities to develop a deep approach to your own studying.

Personal Development Planning is a structured and supported process undertaken by the student to reflect upon their learning, performance and/or achievement and to plan for their personal, educational and career development.

The course has imbedded Personal Development Planning principles within specific unit aims and learning outcomes throughout all three years of the degree programme. PDP in level 4 units EFSH4004 and EFSH4006 covers research methodologies, learning styles, planning and organisation, independent and team working skills, critical and creative thinking, oral and written presentation and communication, self-evaluation and reflective learning journals. Level 5 units EFSH5011 and EFSH5009 extend organisational and collaborative skills and self-critical evaluation, and also introduce professional practices and employability skills in preparation and during a period of work placement. Level 6 units EFSH6006, EFSH6007 and EFSH6008 include self-assessment and reflection on future objectives, career planning and the development of a portfolio of work relevant to the students' preferred employment or postgraduate route.

Reflective learning journals are a place for reflection, inspiration, practice and exploration. They ideally start the process of reflective writing by encouraging students to think about themselves, and they provide a firm foundation for a student to be autonomous in their learning. The reflective learning journal can be likened to a journey. It is a place for the student to reflect on exploring issues on how to improve the learning experience. The introduction of the reflective learning journal in Level 4 encourages students to become more reflective and analytical; it is therefore significant to render them part of the assessment requirements. Reflection hereby moves from description to evaluation of your learning and development and from passive learner to an active learner.

## **EMPLOYABILTY SKILLS**

The delivery and development of employability attributes and skills are imbedded within units across all three years of the degree programme. The development of employability skills within areas of team working, problem solving, organisation and communication are fully integrated within the teaching and learning of design practices. Students are also exposed and respond to a wide range of professional practices through external events, industry collaborative projects and work placement in Level 5. Level 6 will encourage the student to reflect upon their strengths and needs in relation to industry contexts and inform their career planning activities and preparation.

## **INCLUSIVITY**

The curriculum design and course delivery are central to providing an inclusive learning environment for students with differing learning styles and from diverse educational backgrounds. The range of teaching and learning methods aims to provide opportunities for all students to engage in the learning and development process. In addition, project briefs will encourage students to explore a variety of themes and ideas relating to differing social and cultural perspectives and seeks to foster originality and a personal design philosophy.

## **ONLINE LEARNING**

Students will be encouraged to engage in blended learning using MyUCA, in which online learning provides additional support to face-to-face course delivery.

Students will be able to find a range of information available on MyUCA to support their learning and development, including unit handbooks, timetables, schemes of work, lecture presentations, podcasts, student discussion boards and reference material directly related to their unit of study as well as library resources, databases, online journals and articles, careers advice, student development services and wider University help and support.

The course has also developed two invaluable online resources on MyUCA; the 'Technical Resource' that includes visual examples and videos of pattern cutting, drape and construction methods as well as step-by-step instructions; and the 'Designers Tool Box' that includes bite sized visual presentations covering the design process and fashion cycle.

## **ATTENDANCE**

Students on the BA (Hons) Fashion course are expected to attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, inductions and demonstrations. Regular attendance means that students can take full advantage of the learning and teaching opportunities available to them, and gain the greatest benefit from their course. Poor attendance not only affects the individual, it also affects other students who need to rely on each other in group projects.

Students who regularly miss sessions will be contacted by their Year Tutor or Course Leader and offered the opportunity to discuss any difficulties that might be affecting their attendance and ways in which the Course Team or Student Development Services can offer their support. Evidence shows that persistent poor attendance has a direct impact on the students learning and development, and on the whole leads to failure at assessment.

The Course Team recognises that students need to undertake part-time employment to support their studies, and that students have other commitments such as childcare or family events. However, the Course Team does expect students to fit these commitments around timetabled sessions and their designated Independent Study, in order to take part in the course fully.

Persistent non-attendance and unauthorised absences for two weeks or more will result in the student being withdrawn from the course.

## **PUNCTUALITY**

Students are requested to arrive in good time before the start of their Timetabled session so that they are at their desk ready for the Register to be taken and ready to start their learning activities at the start of the session promptly. Please note that late arrival to timetabled sessions is very disruptive to fellow classmates working in the studio as it directly affects the flow of the teaching and learning activities taking place.

## **STUDENT RESPONSIBILITY**

- You will accept responsibility for being punctual and prepared at all structured timetabled sessions including demonstrations, tutorials, seminars, lectures, studio talks and

assessments.

- You are expected to take an active role in your own learning and to maximise your use of the teaching and learning resources offered by the Course.
- You should be proactive in seeking personal advice from appropriate tutors on the Course or from the Gateway student services in the Library when necessary. If you have a special needs requirement it is in your interest to inform relevant staff at an early stage in order to receive the appropriate support.
- You will be expected to cultivate the discipline of studying both independently and collaboratively outside of the formal teaching hours. This is seen as being both within and external to the college environment.
- You will need to accept responsibility for your own personal time management and self-discipline. You should keep a diary to record the organisation of formal course studies, induction programmes, dates and places for submission and collection of work, planning an assignment, tutorials or any timetable changes.
- You will be expected to find out whether you have passed the unit or whether you are referred and need to submit additional work for assessment.
- You must ensure that you achieve the required number of units/credits needed to progress to the next level or to complete your course.
- You will accept responsibility for your own personal safety (and that of others), abiding by the general health and safety regulations and those specific to specialist activities.
- You will accept responsibility for organising any part-time work and external activities so as not to interfere with your studies.
- You will agree to respect fellow students and staff and the learning environment.

## **STUDENT COMMUNICATION**

- You must familiarise yourself with the course *MyUCA* site.
- You need to inform the Campus Registry Office immediately of any change of circumstances regarding your personal details, postal address, telephone number or next of kin.
- You must check your course *MyUCA* site, UCA Email and Noticeboard daily for changes to schedules.
- You need to complete your online enrolment so that you can set up your UCA Email address, which will be our main means of text communication.
- You should be proactive in communicating with staff by using the most effective form of communication:
  - *MyUCA*
  - post to the Campus Registry Office
  - telephoning the Campus Registry Office
  - UCA email
  - via your Year Tutor
- You need to discuss reasons for intended absence with your Year Tutor.
- You need to notify your Year Tutor of absence due to ill health as soon as possible.
- You need to manage any non-attendance by asking a fellow classmate to keep notes on your behalf and by referring to session plans or teaching material available on *MyUCA*.
- Where appropriate you will need to accept responsibility for signing course registers.

## **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