UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) FASHION JOURNALISM
This document is a hybrid version for 2018/19[1]

PROGRAMME SPECIFICATION 2018/19
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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[1]This version combines Section A of the new 2016/17 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[2]
Teaching Body	University for the Creative Arts
Final Award Title and Type	BA (Hons)
Course Title	Fashion Journalism

Course Location and Length	Campus: Epsom		Length: Full-time - 3 years	
Mode of Study	Full-time	✓	Part-time	

Period of Validation	2015/16 to 2019/20
Name of Professional, Statutory or Regulatory Body	Not Applicable
Type of Accreditation	Not Applicable
Accreditation due for renewal	Not Applicable

Entry criteria and requirements[3]

As the UK's highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.

That's why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.

More advice on how to create an exceptional portfolio is also available here, along with specific portfolio requirements for this course.

Along with your portfolio, the standard entry requirements** for this course are:

- 112 UCAS tariff points from accepted qualifications*, or
- Pass at Foundation Diploma in Art & Design (Level 3 or 4), or
- Distinction, Merit, Merit at BTEC Extended Diploma, or
- Merit at UAL Extended Diploma, or
- 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject

And four GCSE passes at grade A*-C and/or grade 4-9 including English (or Functional Skills English/Key Skills Communication Level 2).

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.

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[2] Regulated by the Higher Education Funding Council for England
[3] This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

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.

*To see the accepted QCF qualifications, visit: http://uca.ac.uk/study/accepted-qualifications/
** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results. In these cases, a strong portfolio is especially helpful.

Overall methods of assessment[4]	Written exams:	Practical exams:	Coursework:
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	0.0%	100.0%
Stage 3	0.0%	0.0%	100.0%
Overall Learning & Teaching hours[5]	Scheduled:	Independent:	Placement:
Stage 1	33.0%	67.0%	0.0%
	396 hours	804 hours	0 hours
Stage 2	31.7%	59.0%	9.3%
	380 hours	708 hours	112 hours
Stage 3	25.7%	74.3%	0.0%
	308 hours	892 hours	0 hours
General level of staff delivering the course[6]	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		

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[4] As generated by the most popular unit descriptors and calculated for the overall course stage data.
[5] As generated by the most popular unit descriptors and calculated for the overall course stage data.
[6] Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

Subject/Qualification Benchmark Statement: Art & Design
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 1				
EFJN4007 - Fashion Journalism I	4	30	Core	
EFJN4008 - Fashion Vocabulary	4	30	Core	
EFJN4009 - Fashion Media & Industry	4	30	Core	
EFJN4011 - Introduction to Fashion History & Theory	4	30	Core	
Year/Stage 2				
EFJN5007 - Fashion Journalism II	5	30	Core	
EFJN5008 - Fashion Publishing	5	30	Core	
EFJN5009 - Work Placement & Portfolio	5	30	Core	
EFJN5011- Theories of Culture, Identity & Communication	5	30	Core	
EFJN5010 - International Fashion Media with Theories of Culture Identity & Communication (Study Abroad Option)	5	30	Elective	No
Study Abroad with Host Institution	5	60	Elective	No
Year/Stage 3				
EFJN6003 - Innovation in Fashion Publishing	6	30	Core	
EFJN6004 - Final Major Project & Portfolio II	6	60	Core	
EFJN6005 - Dissertation	6	30	Elective	Yes
EFJN6006 – Combined Dissertation/Critical Reflection	6	30	Elective	No

COURSE AIMS

A1: To enable students to develop and sustain an informed and distinctive voice for communicating fashion through the written word across a wide range of platforms.

A2: To encourage a comprehensive awareness of the types of fashion communication and their relevance for applicable subject matter, developing a suitable level of command and understanding of appropriate terminology and research methodology.

A3: To facilitate discovery of the importance of distinctiveness and creative individuality, alongside application of appropriate levels of critique and perspective in generating engaging and informative work.

A4: To create awareness of the context in which both individuals and media outlets operate within the wider fashion and creative industries, and to identify opportunities within them.

A5: To demonstrate depth of knowledge of the development and innovation within the fashion media, critical sustainability issues and identify the role of the fashion journalist within contemporary fashion communication.

A6: To engage in both personal and professional development and planning whilst obtaining a heightened awareness of the importance of self-promotion, resulting in the creation of an ambitious yet realistic career pathway within the fashion media, the creative industries or postgraduate study.

COURSE OUTCOMES

Upon successful completion of the course students are able to:

Knowledge

LO1: To demonstrate knowledge of the breadth of processes and methods of communication used across the contemporary fashion and lifestyle media, along with the platforms used to disseminate this information.

LO2: To gain an in-depth knowledge of the historical and contemporary drivers behind the fashion industry, its cycles, processes and its terminology and its relationships with other areas of the creative industries.

Understanding

LO3: To develop a critical understanding of the need for an informed and analytical voice in the communication of fashion, with a keen eye for detail and comprehension of the way to communicate to a multitude of audiences.

LO4: To enhance awareness of the opportunities and strategies employed within the fashion media in relation to both the industry in which it operates, the issues of sustainability that surround it and the wider public, alongside editorial ethos and targeted appeal.

Application

LO5: To demonstrate the application of appropriate skills acquired across directed, self-initiated and group endeavour in producing project outcomes whilst reflecting aptitude in self-management and adherence to deadlines.

LO6: To produce innovative and professionally approached outcomes that are reflective of both individual interest and in response to set briefs, culminating in a clear reflection of intended career or postgraduate study pathways upon graduation.

SUMMARY OF DISTINCTIVE FEATURES OF THE COURSE

The evolution of web 2.0 has radically altered how we both source information and communicate fashion – like so many areas across so many industries, the consumption and mediation of fashion has become much more instantaneous, so much more varied, leading us to a hitherto unparalleled breadth of choice, and of quality.

In the face of all of this change, there have remained a number of constants, arguably even more important in the light of this emerging multichannel and multiplatform environment. The need for accuracy, detail, reliability, engagement and above all, distinctiveness is crucial in order to rise above the growing storm of white noise of repetitive, rehashed information.

The Fashion Journalism course at UCA Epsom offers an opportunity to both encourage students to explore this vast communication landscape whilst never losing the sight of the fundamental requirements of operating, and succeeding, within this context. The philosophy of the course, like most creative endeavours, concerns the individual, and their voice.

Year One

The first year of the course encourages students to find that voice, and train it to enable to grow in confidence through communicating across a number of platforms, utilizing a number of journalistic techniques (**Fashion Journalism I**), getting to grips with the terminology and vocabulary of communicating fashion (**Fashion Vocabulary**) and facilitating understanding of the context of which the contemporary fashion journalist operates within the fashion media and the wider fashion industry (**Fashion Media & Industry**). Alongside this, students begin to reflect their emerging voices through a stage one portfolio, produced as part of their submission for this final unit of the year.

Underpinning their first year of study, students will undertake a program of contextual studies to both increase historical awareness, analytical and research skills whilst providing grounding in historical and cultural drivers that have helped shape fashion (**Introduction to Fashion History and Theory**). Key individuals, milestones and developments in fashion will also be explored through a selected Core Lecture Programme, developed and delivered across the course team, theory lecturers and guest speakers.

Year Two

The second year aims to facilitate development of this voice, and widen its range in order to enable the student to begin the process of determining where their individual voice belongs or would best be heard. The need for depth through research and investigative processes is explored (**Fashion Journalism II**), alongside realization of the power of a group of voices heard together (**Fashion Publishing**). Students are also encouraged to deepen and widen their knowledge of the Fashion and/or greater lifestyle and creative industries through work placement and experience, and continue to represent their voice through a stage two portfolio (**Work Placement & Portfolio I**).

Students will also develop and widen frames of reference and research skills through exploration of consumer culture, representation, identity and consumption (**Theories of Culture, Identity & Communication**). The second year of study will also see the continuation of the Core Lecture Programme, reflecting the curriculum of the units of study.

Those students who wish to explore the development and widening of their voices in a differing cultural context by undertaking the Study Abroad option will undertake the first term's curriculum (Fashion Journalism II, part one of Theories of Culture, Identity & Communication) but will demonstrate their knowledge of fashion publishing through analysis of the industry and media landscape specific to their intended destination, and a selection of an appropriate area of contextual study (**International Fashion Media with Theories of Culture, Identity & Communication**).

Year Three

The third year of the course enables the student to express their voice and promote its distinct qualities. Students begin the year by undertaking an in-depth critical and reflective analysis into a chosen sector or area of the fashion and/or lifestyle industries to gain a greater understanding of the need for innovation and distinct approaches of fashion communication platforms (**Innovation In Fashion Publishing**).

Alongside this, their own interests are further reflected through focused, sustained research into an individually negotiated subject area (**Dissertation, or Combined Dissertation/Critical Reflection**). The Core Lecture Programme continues through and concludes at the end of the first term.

These discoveries are intended to help students inform initial ideas for their final unit of study – both through a reflected culmination of all areas of study across the course resulting in a single focused project, and through a self-curated representation of all skills and abilities within a stage three/graduate portfolio (**Final Major Project & Portfolio II**) which is intended to serve as a promotional platform, ready for immediate use.

The course benefits from two distinctive features – the *Stage Portfolio*, submitted as part of units across the three years, with the aim of producing and curating a graduate portfolio upon completion of studies. Also, a *Core Lecture Programme* that runs across the three years of the course, facilitating the opportunity for guest and industry speakers, sharing research findings and specialisms of the staff team, and underpinning units of study with complimentary areas to the curriculum, widening frames of references and acting as sources of inspiration, thought provocation, contemporary issues and debate. This programme will help inform the students' outcomes and allows for flexibility in relation to industry trends and developments.

LEARNING, TEACHING AND ASSESSMENT

Include reference to the following in connection to the course, where appropriate: PDP, online learning, independent learning, exchange, placement, employability and employer engagement.

<u>Learning and Teaching Strategy</u> (of the course)

Courses at the University for the Creative Arts are founded on the principle that the most effective educational experience combines structured teaching and independent study. Courses are designed to give students maximum responsibility for the management of their own learning. In general, students will find that the level of structured teaching is greater in the early stages of the course, with increasing self directed study and project work as they develop their knowledge and understanding.

Lectures are usually used for the presentation and discussion of theoretical issues. They will often be supported by **Seminars**, which provide an opportunity for interaction between staff and smaller groups of students, and allow students to extend, examine and discuss the issues raised. The formal teaching on the course is further supplemented by organised study visits (to, for example, local companies and organisations, trade fairs, exhibitions, museums and galleries). In addition, a range of visiting lecturers attend the University during the course of each year, and students will have the chance to attend presentations by artists, critics, industry professionals and academics from other institutions.

Workshops are an integral part of the Fashion Journalism course. In smaller groups, students have the opportunity to present work in progress for feedback and guidance. Also, workshops are used to facilitate idea generation and development, alongside active discussion and sharing of research sources, opportunities and active demonstration of theoretical and practical elements of the course. These are delivered by a combination of both contracted staff, sessional staff and on occasion, industry guests.

Because of individualist nature of fashion journalism (ie. Each students' own unique approach to writing) **Tutorials**, both in small groups or individual sessions, are an important element of the programme's teaching strategies and methods. Tutorials help to highlight students' particular needs with regards to individual idea generation, project management written work, as well as offering draft feedback and commentary on particular pieces of work. As well as tutorials that relate to particular units of study, students are also offered **Feedback Tutorials** relating to assessment, and **Progression Tutorials** at key points in the academic year where students are given the opportunity to discuss their progress.

Students will undertake a number of projects, which combine guided learning and **Independent Study**, which encourages students to adopt time-management and organizational techniques in order to complete their work. . Independent study includes preparation for assessment or work on projects, but also supplementary work such as further research (including attending museums, galleries or other places of interest). Students are also offered **Supervised Studio** access, whereby they are allocated an area to work on units whilst there is a member of staff present to offer advice or answer any questions.

The outcomes of projects vary depending on the purpose of the unit; for example, it may involve a combination of presentation, research report, reflective summary and selection of written pieces. At the end of each year, students are asked to produce overall **Stage Portfolios** with the aim of these being a progressive reflection of all their skills and abilities, developed throughout the course, culminating in a body of work to actively use to pursue career opportunities.

Some projects require students to write **Student Learning Agreements**, whereby the student negotiates his/her own schedule of work and outcomes (which must be related to the stated outcomes of the unit). This allows a student to focus on particular areas that reflect his/her own interests and aspirations.

Some units require students to work in **groups** (either to share research and experience, or in some cases to submit a group assignment) to highlight the extremely valuable skill of working as

a team. This is carefully managed to ensure that all students are aware of effective group processes.

The use of information technology, including dedicated software packages, is built into the course where appropriate, and the course uses a **VLE (Virtual Learning Enviroment)** called myUCA. Wherever possible, lecture, seminar and workshop aids are posted after sessions to download and re-evaluate. It also provides a forum for discussion and sharing of information, course announcement and communication and the storage of other learning resources, such as visual aids, handouts, short films, imagery and podcasts. Also from here, students can access their timetable, teaching schedules and sign-up for events, additional seminars and elective tutorials.

PDP or Personal Development Planning is an essential addition to the main studies study skill programme. In 2001 the Quality and Standards at the University for the Creative Arts described it as:

"A structured and supported process undertaken by an individual to reflect upon their learning, performance and/or achievement and to plan for their personal, educational and career development"

The PDP programme is integrated at all stages through the learning outcomes. We encourage students to gradually increase this personal planning, and by Level 6 students use their PDP as planning tools for their major projects. Reflective strategies – where students evaluate their own development and progress – are embedded into the course through the production of reflective unit summaries.

The course also recognises the importance of experiential learning, and operates a **Work Placement** unit, enabling students to experience what they are learning on the course at first hand.

Assessment Strategy (of the course)

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 recognize achievement rather than penalize 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 outcomes, work requirement and outcomes;

- To provide feedback about performance, helping students to identify strengths and weakness;

- To determine the suitability to progress to the next stage 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 stage 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. Units are normally assessed within their/immediately after their duration. Assessment results are handed to students, posted on myUCA, written and verbal feedback is provided in accordance with institute benchmarks.

Each Unit Handbook contains a timetable for assessment, a clear statement of assessment requirements, and the assessment methods appropriate to its 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 research reports, oral presentations, reflective summaries, and written submissions.

There are two forms of assessment the course employs – formative (developmental, which is to be used for feedback purposes to enable development and improvement) and summative (formal assessment against the assessment criteria of the unit to which, dependent upon the level demonstrated an alphabetical grade is awarded.

Formative Assessment:

Student Presentations/Formative Reviews

The course team encourages students to present and communicate their project concepts and outcomes to both staff and to their peer groups or to other groups, to encourage the dissemination of good practice, information and experiences. Formative reviews support the student in receiving peer and staff comments at regular intervals through the course unit. Normally a unit will have at least one formative review, depending on the size of the unit, with reviews focusing on assessment criteria in:

- knowledge & understanding

- application of knowledge & information

- application of technical & professional skills

Students present their project requirements completed thus far to the unit staff team and peer group in a formal set up. Formative reviews provide a three-way feedback mechanism on the students project progress at a mid point in the unit – staff, their peers, and themselves.

Other Formative Assessment Strategies

Alongside the review process, most units have formative assessment points where students submit "drafts" of work for progressive feedback – these do not contribute to final assessment, but students are encouraged to participate in the process wherever possible in order to maximise the opportunity for improvement and success in the unit.

Summative Assessment

Each unit concludes with a summative assessment, as outlined above. A range of assessment methods are used, which provide students with the opportunity to demonstrate their achievement of a range of skills, as well as subject-specific and technical knowledge. Each year, students receive a series of workshops focussed on assessment processes to ensure they understand types of assessment, aims, learning outcomes and assessment criteria.

Whilst assessment is the way in which the University measures performance and determines suitability for progression to the next stage of the course, it is also used to provide feedback to students and to enable them to identify strengths and weaknesses, and hence ways in which performance might be improved. The assessment scheme is designed to enable students to develop and demonstrate a sound understanding of central principles and technical procedures in the early part of the course, with an increasing level of research and independent study required in the later stages. These later assessments usually build on the knowledge and skills acquired in the early units.

General Assessment

The specific course outcomes are delivered through the full range of assessment requirements. The work of the first two years is consolidated in the final year of study. However, the totality of assessment contributes to the overall demonstration of the course aims. Students also develop generic skills during the course, which may be reflected in the assessment criteria.

Group activity forms part of the assessment process in some units. Assessments are structured so that they can take account of the group presentation or submission as a whole, and also individual contributions to this. This may also include an element of formal peer assessment.

Most units include an element of complex problem-solving; the degree of success with which problems are solved will influence the extent to which specified learning outcomes are met. Successful students will use information technology for research as well as to assist them in solving problems, and storing and presenting data, forming part of their independent learning and offering valuable transferable skills. In addition, throughout the course there is an emphasis on self-reflection and evaluation, enabling students to improve their own learning and performance. This occurs both through the tutorial system, and through the requirement that students prepare evaluations of their learning and performance as part of the assessment process, for later discussion with staff.

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 in 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