

**UNIVERSITY FOR THE CREATIVE ARTS**

**PROGRAMME SPECIFICATION FOR:**

**BA (HONS) FASHION MANAGEMENT AND MARKETING**

*This document is a hybrid version for 2016/17<sup>1</sup>*

**PROGRAMME SPECIFICATION 2016/17**

*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 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 <sup>2</sup>	
Final Award Title and Type	BA (Hons)	
Course Title	Fashion Management and Marketing	
Course Location and Length	Campus: Epsom	Length: 3 years
Period of Validation	2015/16 to 2019/20	
Name of Professional, Statutory or Regulatory Body	Not Applicable	
Type of Accreditation	Not Applicable	
Entry criteria and requirements <sup>3</sup>		
<p>The following qualifications and minimum requirements will be considered:</p> <ul style="list-style-type: none"> <li>• Minimum entry criteria of 280 UCAS tariff points, see list of accepted qualifications for further details</li> <li>• OR pass at UALAB Foundation Diploma in Art &amp; Design (Level 3)</li> <li>• OR pass at BTEC / UALAB Level 3 Extended Diploma/Diploma</li> <li>• OR Access Diploma</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Four GCSE passes - at grade C or above and including English at grade C or Key Skills Communication Level 2</li> </ul> <p>Other relevant and equivalent UK and international qualifications are considered on an individual basis.</p> <p>If you are an EU student applying, please see our typical entry requirements for your country.</p> <p>Minimum English language requirements: If your first language is not English a certificate is required as evidence that you have an average IELTS score of 6.0 or equivalent. If you are applying as an international student from a country outside the EU and require a visa to study in the UK, you will also need a minimum of 5.5 in each individual component.</p> <p>You may be offered a place on a course on the condition that you improve your English language and study skills. We offer pre-sessional English language courses which can improve your IELTS score by a maximum of 1.0 and 0.5, or equivalent.</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.

**Interview/Selection Brief**

Students from diverse educational backgrounds are encouraged to apply. We welcome students with a broad range of A-Level subjects, as well as students with appropriate Art & Design Foundations or BTEC/UALAB Diplomas which allow you to demonstrate your ability to research, evaluate and produce creative solutions.

Once you apply for the course through UCAS you will be invited to attend a group interview and complete a brief questionnaire (multiple choice). You will be interviewed in a group of 10-14. The brief task will include your evaluation of particular Fashion brands, which will be provided to you through the interview process. You will then be asked to present these in a group format. You will be fully briefed and supported on the day about the exercise you will be undertaking. EU students will be asked to complete the same task in an individual context.

No creative portfolio is required for this course.

Overall methods of assessment <sup>4</sup>	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 <sup>5</sup>	Scheduled:	Independent:	Placement:
Stage 1	43.8%	56.3%	0.0%
Stage 2	30.0%	36.7%	33.3%
Stage 3	32.1%	67.9%	0.0%
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		

<sup>4</sup> As confirmed for the KIS course stage data: the overall percentage in terms of Written exams; Practical exams and Coursework

<sup>5</sup> As confirmed for the KIS course stage data: the overall percentage by stage

<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

	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.			
Mode of Study	Full-time	✓	Part-time	
Language of Study	English			
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. All students are registered for a particular award. Exit awards are available to students in line with 6.7 of the Common Credit Framework.

Unit codes and titles	Level	Credit value	Elective/ Core	If elective is this the most popular student choice?
<b>Year 1</b>				
EFMM4004 - Fashion Marketing	4	30	Core	
EFMM4006 - Fashion Branding and Promotion	4	30	Core	
EFMM4007 - Fashion Buying and Merchandising	4	30	Core	
EFMM4005 - Fashion Management 1&2	4	30	Core	
<b>Year 2</b>				
EFMM5006 - Forecasting and Fashion Futures	5	30	Core	
EFMM5007 - Visual Merchandising and Experiential Retailing	5	30	Core	
EFMM5008 - Professional Practice and Industry Placement	5	60	Core	
EFMM5009 - Fashion Management & Marketing Study Abroad Option	5	30	Elective	No
Study Abroad with Host Institution	5	60	Elective	No
<b>Year 3</b>				
EFMM6004 - Strategic Research	6	30	Core	

EFMM6005 - Trend Forecasting and Concept Development	6	30	Core	
EFMM6006 - Strategic Implementation and Career Planning	6	60	Core	

## COURSE AIMS

List course aims

- A1 To develop a comprehensive understanding of the contemporary business acumen appropriate to fashion management and marketing.
- A2 To develop the critical, professional and strategic skills with which to engage creatively and confidently with fashion management and marketing.
- A3 To provide opportunities to enable an understanding of the roles of fashion management and marketing within global industrial and cultural contexts
- A4 To provide opportunities for understanding of macro and micro environmental issues and their relationship to fashion management and marketing
- A5 To enable students to develop career goals and aspirations for professional experience or further study
- A6 To enable students to develop communication skills through the application of a range of creative digital media

## COURSE OUTCOMES

Upon successful completion of the course students are able to:

Knowledge

LO1 Comprehensive extensive breadth and depth of knowledge of contemporary business acumen in fashion management and marketing.

LO2 Extensive knowledge and understanding of the roles of fashion management and marketing within global industrial and cultural contexts

#### Understanding

LO3 Through explanation of fashion management and marketing within global industrial and cultural contexts

LO4 Through communication of macro and micro environmental issues as they apply to fashion management and marketing

#### Application

LO5 Fashion management and marketing strategies, processes and techniques of analysis and evaluation.

LO6 Effective communication through the application of a range of creative digital media

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

Highlight the key features of the course you would wish potential applicants/students to know about which would inform their choice of course.

#### **Course Philosophy**

This innovative course has strong industry links and moves in tandem with a fast-paced fashion world, providing students with up-to-the-minute knowledge, excellent transferable skills and a high employability rate. Students are introduced to a wide range of possible career paths, including buying and merchandising, PR and marketing, branding and visual merchandising. With this comprehensive experience across Fashion Management & Marketing and creative business skills, our graduates are perfectly positioned to embark on a career in the fashion industry.

The course focuses on the realities of the fashion industry and places emphasis on employability and strategic approaches while promoting creative thinking within a commercial context. Students will work with industry professionals and will undertake live and industry set briefs. In their second year all students will undertake a period of work

placement and will produce a critical analysis and future proposal for their placement company.

The course produces highly employable graduates who possess the essential skills relevant to the fashion management industry. Skills in buying, merchandising, fashion forecasting, management strategies, PR and marketing, economic and business development. It will enable students to develop industry standard communication skills through report writing, graphic presentation and professional pitches.

#### Key Features:

- **Industry Professionals:** A broad range of high profile industry professionals are brought in to highlight each industry sector and demonstrate how the theory works in practice.
- **Business Management:** students will acquire key business skills underpinning the creative fashion management
- **CAD Skills:** are embedded throughout the three years through timetabled CAD classes.
- **Top Digital Resources:** IT suites uploaded with the latest industry- standard software with access to professional fashion and consumer forecasting sites.
- **Communication skills:** Graduates of this course will learn to communicate visually, verbally and creatively.
- **Industry Placement:** The course encompasses a well-supported compulsory Industry placement in the second year of study.
- **Industry Linked Assessment Methods:** Assessment methods are designed to prepare students for industry. Pitches and presentations feature to prepare students for the challenges of industry.
- **Live Industry Briefs:** There are opportunities to take part in live project briefs.
- **Personal Development Profile:** PDP tutorials each year help students to review and evaluate their progress on the course as well as their progress towards career aspirations.
- **LFW Participation:** Students have the chance to take part in London Fashion Week in all 3 years
- **Final Year Exhibition:** All students will be given the opportunity to exhibit their work and connect with industry at the end of the final year at both GFW and private view.

## 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.

### Learning and Teaching Strategy (of the course)

In keeping with all courses at the University for the Creative Arts, the BA (Hons) Fashion Management and Marketing course development team believes the most effective educational experience combines both structured teaching and independent study. The teaching methods are based on the significant experience at Epsom, proven to encourage deeper learning and more autonomous thinkers. The learning strategies will promote the skills of critical reflection and the capacity to sustain a commitment to study.

Learning and teaching strategies will combine structured teaching, one to one support and independent study to empower students as autonomous thinkers by delivering the essential skills and support and, as the course progresses allowing the individual maximum responsibility for their own learning. Timetabled self-directed study will enable students to demonstrate their skills as independent learners through personal time management, to develop their ability to formulate goals and meet set deadlines. We also use self-directed study to replicate professional working conditions.

The course benefits from the considerable resource provided by London, and proximity to London and regular guest practitioners from industry deliver lectures or teach on specific projects bringing with them contemporary and current approaches to their disciplines and a critical external perspective. All projects are updated annually to embrace contemporary trends, industry developments, new ideas and methods of delivery

### Tutorials

- Take place when work is well progressed and lectures series have completed
- Have a trouble-shooting function
- Permit tutor and student to explore ways in which the specific project might be improved or polished through identifying individual strengths and weaknesses
- Support students in achieving learning outcomes through the assessment criteria

Group Tutorials will also be employed across the course to:

- Enable students to learn from one another,



- Engage students in tutor supervised constructive feedback of each other's work and
- Critically evaluate the effectiveness of tasks and through time management schedules set goals for the future.

Peer critique and peer observations will be used alongside student presentations to enable staff to:

- Monitor students' understanding of learning outcomes and assessment requirements, and
- Hone their presentation and critical judgment skills.

Seminars will be used:

- To introduce and explain the learning outcomes and objectives as detailed in unit handbooks and briefings,
- To contextualise set projects in terms of the theoretical, historical, professional and cultural issues that inform the subject and
- As an inspirational tool to engage students in a constructive, methodical and personally appropriate approach to study.

Technical Demonstrations will:

- Support the acquisition of a range of technical skills in various IT packages specifically applicable to digital imaging pertinent to fashion management
- Introduce essential practical techniques such video filming, editing, Adobe Software, Microsoft packages, screen printing, laser cutting
- Provide demonstrations and hands-on instruction allowing students the practical experience needed for using these skills on their own.

Industry Placements are a significant feature of all BA (Hons) courses at Epsom, as they ensure that all students develop an understanding of the industrial workplace and build up a network of useful contacts. It is an area of special importance to Fashion Management and Marketing, as much of the industry relies on personal industrial connections for work opportunities.

Digital Communication

Learning support materials are made available on the internal digital communication interface (myUCA). Lectures, handbooks, timetables, guest lectures, critique schedules, upload of assessment via Turnitin are all available there.

### Independent Study

Students will be encouraged and supported in developing an effective and structured approach to Independent Study, as well as appropriate research skills. Fashion Management and Marketing requires the skills of self-directed work as well as team work, and as such is conducted within varying parameters and in response to briefs. The course will replicate these conditions as closely as possible by establishing the framework for independent study from an early point in the course. Likewise, without imaginative research, students will not attain the level of originality required to earn higher grades. Second and third-year projects will be designed in such a way that they cannot be completed without a well-managed, resourceful self-directed course of study, including independent time management schedules.

Independent study may take place within the university (e.g.: in the library or breakout space), at home, or at an appropriate location (e.g.: Trade shows, and/or exhibitions.) Students will always be required to show evidence of self-management and research in their assessment requirements. Self-directed study is especially important as effective time management and the ability to self-motivate are essential key skills in the professional work place.

### Assessment Strategy (of the course)

The team all work to clear practice relating to the aims, learning outcomes, and assessment criteria, ensuring all students know the assessment requirements and grading descriptors in order to succeed. This increases validity and assures work assessed and grades received are appropriate to the aims and learning objectives.

The Common Credit Framework renders the assessment process explicit and transparent, noting credit achievement where it occurs and gives due recognition to 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 endows 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, work requirement and outcomes.
- To provide constructive feedback about performance, assisting students to identify strengths and weaknesses.
- To determine the suitability to progress to the next Stage of the Course.
- To determine the award of an appropriate qualification.

## Assessment

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 allows each unit mark to contribute proportionately to the Stage mark. Assessment results will include written feedback in accordance with university benchmarks.

Unit Handbooks include a timetable for assessment, a clear statement of assessment requirements, and the assessment methods appropriate to its outcomes and length of study. At Epsom, assessment requirements will vary depending on the nature of the unit. This course is assessed by a portfolio of evidence which might include (e.g.) coursework, oral presentations, workbooks, and written submissions.

The students experience various forms of assessment. Evidence of learning will include project work, reports, concept boards, digital presentations, scale models, presentations and pitches.

Stage Assessment is the major summative assessment point, occurring at the end of each academic year and allows progression between Stages of a course. Where appropriate it may form the basis for the recommendation of an award. The purpose of Stage assessment is:

- To consider the overall performance of candidates within a Stage of the course,
- To award credit where appropriate and
- To set any conditions for progression or retrieval of failure.

Provision is made for moderation, including External moderation, where appropriate. Methods will vary throughout the students' studies. The range enables staff to align differing methods against differing outcomes, requiring both specified and portfolio submissions.

In Tutor-led assessment, tutors will identify the level of achievement of the Learning Outcomes against the assessment submission and make judgements with relation to grade and level descriptors about students' work.

Internal Verification serves to maintain parity of marking. The university 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 mark sheets. Verification takes place prior to the unit marks being published to the students. All students are given feedback from the staff on end-of-unit feedback forms. When appropriate, general feedback is also given verbally, in end-of-unit feedback sessions. The will investigate student's feedback to improve the quality and accessibility of staff feedback.

External examiners are nominated by the Course Team and approved by the School Board of Study and the External Examiners Group (a sub-group of the University's Academic Quality Committee. Their responsibilities include ensuring that proper academic standards are maintained and that assessment is valid, reliable, appropriate and fair.

What strategies will be used specifically in response to student disability?

The teaching team will use a variety of teaching practices and methods to ensure that different learning methods engage different types of learners.

The course will actively respond to the needs of all students to embed good practice in the delivery to meet the requirements of a diverse cohort. One consideration is the effective management of dyslexia. The course will be project and practice led, clarifying a focus on student research, workshop practice, and technical, material and process based knowledge towards defined outcomes. This will link a concept based beginning with a context related conclusion. This practical exploration is accessible to dyslexic learners allowing them to learn through 'doing'

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 national Subject Benchmarks in Art & Design and references the National Framework for Higher Education Qualifications.

In addition 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 Survey
- Feedback from Student Representatives

## **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 national Subject Benchmarks in Art & Design 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
- Course Board