

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) FASHION MEDIA & PROMOTION

This document is a hybrid version for 2018/19¹

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.

¹This 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 Media & Promotion		
Course Location and Length	Campus: Rochester	Length: Full-time - 3 years	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	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		
<p>Entry criteria and requirements³</p> <p>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.</p> <p>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.</p> <p>More advice on how to create an exceptional portfolio is also available here, along with specific portfolio requirements for this course.</p> <p>Along with your portfolio, the standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> • 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 <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</p>			

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.

individual basis, and we encourage students from diverse educational backgrounds apply.

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	37.7%	62.3%	0.0%
Stage 2	452 hours	748 hours	0 hours
	23.2%	51.8%	25.0%
Stage 3	278 hours	622 hours	300 hours
	27.8%	72.2%	0.0%
	384 hours	866 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		

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

	courses with professional practice and Technicians to provide technical support.
Language of Study	English
Subject/Qualification Benchmark Statement: Art and 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:				
<ul style="list-style-type: none"> ▪ 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				
RFMP4001 - Style Past Present & Future	4	30	Core	
RFMP4002 - Styling Identity	4	30	Core	
RFMP4003 - Fashion Publications	4	40	Core	
RFMP4004 - My SHOWCASE	4	20	Core	
Year/Stage 2				
RFMP5001 - Fashion PR & Social Media	5	20	Core	
RFMP5002 - Fashion Film	5	40	Core	
RFMP5003 - Industry Awareness (Option 1a)	5	60	Elective	No
RFMP5004 - Industry Awareness (Option 1b)	5	60	Elective	Yes
Study Abroad with Host Institution	5	60	Elective	No
Year/Stage 3				
RFMP6001 - Innovation for Industry	6	30	Core	
RFMP6002 - Dissertation	6	30	Elective	Yes
RFMP6003 - Research: Theory & Practice	6	30	Elective	No
RFMP6004 - Final Major Project	6	60	Core	

COURSE AIMS

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- 1) To provide students with an undergraduate environment in which to work independently and collaboratively, extending and expanding knowledge and understanding, through research, in both historical and contemporary fashion media and promotion practice and theory.
- 2) To enable students to apply knowledge and understanding of, and critically reflect upon, the investigation of problems in the creation of promotional concepts.
- 3) To provide students with a wide range of technical and professional skills relevant to the creation of innovative promotional solutions, in order to stimulate employment, further studies and life long learning.

COURSE OUTCOMES

Upon successful completion of the course students are able to:

Knowledge

- 1) Demonstrate, through research, the acquisition of an extensive breadth of historical and contemporary knowledge and understanding of all forms of communication through the integration of theory and practice in the subject area of fashion media and promotion

Understanding

- 2) Demonstrate the ability to analyse the knowledge, methods and techniques acquired, in order to reflect upon, consolidate, practice, and extend the study and profession of fashion media and promotion.

Application

- 3) Demonstrate the skills to identify and communicate personal strengths, weaknesses, opportunities and threats, taking responsibility for own learning and development with a heightened awareness of personal codes of conduct in producing professional innovative promotional concepts.

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 Curriculum

BA (Hons) Fashion Media & Promotion is a commercially orientated portfolio building degree. The course philosophy is established through the delivery of a broad curriculum, which includes three-pathway specialisms in visual, written and promotional, to all students. This helps you to develop a deep understanding of how fashion brands work, and how to promote them through all forms of media including photography, filmmaking, on line platforms, publications, digital marketing/public relations and social media. Working with leading fashion media and retail companies on live projects is an essential element of the course.

Year One

In year one the curriculum concentrates on identifying, exploring and experimenting in all the specialist areas of media and promotion.

You will study fashion brands by analysing their history as well as their present position and also consider the prediction of their future developments. Fashion shoots are undertaken on location and within the course photographic studio to produce images, which communicate and interpret facets of identity. Writing for academic, journalistic, promotional and creative outcomes forms the basis of a project which incorporates the creation of your own publication – a book or a zine, developing your skills of writing, photography and art direction. A live project brief will be set around developing creative concepts for promotional strategies to promote a brand or event to both the press and public. The best pieces of your work will be curated and showcased into a year one digital portfolio.

Year Two

In year two the curriculum concentrates on defining, the detail to develop and decide on your own specialist pathway. The film unit enables you to work in a group to share expertise and create a fashion film. Running alongside the film unit is the PR and Social Media unit where you will investigate and audit a fashion brand's use of social media. These two units help prepare you in deciding on your specialist pathway.

Half way through the course options are introduced to provide you with the opportunity to work in an area of the industry where you wish to test your skills, by undertaking a mandatory work placement within the fashion promotion and media industries in the UK or abroad. The placement unit is planned around London Fashion week. The other option is to undertake an exchange at one of our overseas partner-universities. The best pieces of work will be curated and showcased into a year two digital portfolio.

Year Three

In year three the curriculum enables you to synthesise your skills to specialise your projects in those areas that interest you the most, and which best support your career aspirations. The final

year begins with the Innovation for Industry unit: this is a live project where you will conduct in depth research and create an innovative promotional concept, which you may professionally pitch to a fashion media and promotion company. Options continue in year three in writing a Dissertation, undertaking the University's standard unit, or completing the Research: Theory and Practice unit. For this, selecting your own topic, you write an article for an existing academic publication, whilst showing your primary and secondary investigations in the form of an accompanying research book. The Final Major Project unit showcases all your specialist skills in a project which you negotiate and create yourself and which is supported by your personal pathway tutor, and the academic team, plus the course's professional network of industry advisors. Self promotion and branding is crucial for life after graduation and this is achieved by curating the best pieces of work to showcase into your graduate portfolio and show reel, to communicate your digital CV, and to publicly exhibit your final year work to dozens of potential employers at our London degree show, and also at Graduate Fashion Week.

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.

WHAT IS SPECIAL ABOUT THE WAY YOU WILL LEARN ON BA (HONS) FASHION MEDIA AND PROMOTION?

BA (Hons) Fashion Media & Promotion is based in the School of Fashion, alongside other fashion and creative industries courses. The course has a dedicated photographic studio for filmmaking and editorial photography, plus a fully equipped Apple Mac suite offering all components of the industry-standard Adobe Creative Suite. To work as a fashion promoter it is essential to surround yourself with a dynamic community of creators and to have products to promote. The Rochester community offers a strong, creative network of individuals to collaborate with for your project work.

The course studios provide a friendly, supportive environment where you will be taught by a diverse range of professionals, who are all active in the fashion and media industries. The course base rooms and workshops are located next to staff offices, and provide you with lecture, seminar and tutorial spaces, as well as a course research hub which houses specialist publications.

The wide ranging application base enables the course to provide a rich working environment which promotes working individually and in groups, to share and create promotional concepts, from shoots to publications, from re-brands to planning and running events.

The course offers a number of off-campus opportunities for learning and social activity, including study visits to London and to the fashion capitals of the world and, with Ebbsfleet nearby, we run one-day research visits to Paris.

Working with industry is embedded into all three years. It is a course requirement for all students to complete extra curriculum work, which is presented at the end of each year in your portfolio. Live project briefs are a mandatory element in the units: my SHOWCASE, Industry Awareness, and Innovation for Industry. The Final Major Project is the perfect place for live project work to support career plans.

Course Pathways/ Specialism

The curriculum has been designed to provide a learning platform for all students through three forms of communication – visual, written and promotional. You will start to prepare to select your

area of specialism at the end of year one through the composition of a portfolio, which includes edited examples of work produced throughout the year. Experimentation continues in all three pathways in year two by framing these within emerging technologies and promotional strategies alongside selecting optional units in the second part of year two. The optional units are introduced to provide you with the opportunity to participate in, or observe, a live industry environment or undertake a course of study at one of our International partner universities. These experiences in year two help you to form your creative practice in a hitherto unfamiliar context.

Details of the three pathways are:

Visual Communication

From assembling a creative team for editorial shoots, to understanding the importance of narrative, a firm grasp of the image making process, both still and moving, is crucial to fashion media and promotion. Working in dedicated onsite and external photographic studios, on location, or in other facilities, from the initial idea to post-production, we can offer you the opportunity to gain a broad range of visual and styling skills.

Written Communication

Writing in multiple forms, styles and formats encourages you to plan, develop and execute creative projects while considering context, market relevance and originality. Written skills can be applied in many styles within journalism, content creation, project management, creative writing, academic publishing and beyond.

Promotional Communication

Promotion emphasises the importance of creating innovative strategies to communicate fashion brands' stories in an information hungry society.

You will examine, compare and create innovative solutions in media relations, event management, social networking, product placement, and fashion film.

Course Skill Threads

The Fashion Media and Promotion course has been designed to support the unique relationship between pathway/specialism and five identified skill threads. The skill thread programme is taught through lectures, workshops, seminars and tutorials. All course skill threads are embedded into all course units. These transferrable skills help inform your creative practice and career path.

The five course skill threads are:

1. Contextual Studies
2. Digital Media
3. Reflective Research
4. Marketing

5. Personal Development Planning

- Contextual Studies

Contextual Studies provision on the Fashion Media & Promotion course is delivered as a fully integrated 'skill thread' throughout year one and two culminating in a choice of dissertation options in the final year. Integration is achieved through the holistic planning of each unit and the continual dialogue of theory and practice. In each unit the lecture series are linked to your practical tasks and learning outcomes and all historical and theoretical content utilises relevant academic debate, to develop critical thinking and inspire creativity. We do not view Contextual Studies as a separate discipline but rather as a tool for developing and locating your practice within the broader fields of art, design and media.

- Digital Media

To help you adapt to an ever-evolving landscape, the digital media delivery encompasses up-to-date industry recognized practices that enable you to become dynamic candidates for the 21st century work place. Through the technical application of Photoshop, Light room, Illustrator, InDesign, and Final Cut Pro, you are supported in the production and editing of the creative process, in order to communicate ideas through both image and film. Through art direction, typography, and study of layout within graphic design, you will develop your visual language skills for multi-faceted platforms.

Throughout the course the focus is on you graduating with a professional online portfolio and show reel; from concept to creation, developing self-branding and editing skills, your work will reflect the talents gained during your dynamic period of study. You will also study digital marketing and social media, to ensure an all round-skill set upon graduation.

- Reflective Research

Reflective research is the term developed for the process, which underpins your journey through the course. Reflection on research and on self is part of the glue that integrates the varying strands of the course. Development of reflective and reflexive skills in the early stages of the course through the medium of a reflective journal is combined with teaching an understanding of the necessity for rigorous research methods and a sense of enquiry. Research is collected, organised, annotated, analysed and constantly evaluated and contextualised. You will explore the means of organisation that suits you best, whether through files, visual sketchbooks, handwritten or typed journals. In the latter stages of the course you submit an edited document, which does not contain all the research and unedited reflections. It is a synthesis, and also a polished, professional and personal piece of work, which justifies and informs the final outcome. This summarises and evaluates the research process and the reflective journey undertaken.

- Marketing

Key aspects of marketing are introduced and developed from the outset of the course.

These areas include: the marketing mix; consumer insight; trend prediction; defining innovation; and the art of storytelling within promotional and marketing strategies and campaigns. Marketing skills underpin all the pathways and support your development of a strong awareness of both traditional and forward thinking methods within the industry.

The teaching of marketing is through interactive presentations, workshops and set research tasks. We encourage you to be observers, to be intuitive and develop an awareness of both cultural and global events, in order to understand context and to help underpin each project brief with a sound knowledge of key promotional and marketing practices.

- Personal Developing Planning

The phrase Personal and Professional Development (PDP) is used within the University to categorise a highly diverse range of activities which enable you to build your future, across work related, academic, personal and social domains. PDP is a nationally recognised process especially concerned with planning, reviewing and evaluating and is an entitlement for all Higher Education students. It is also designed to assist you in making the most of your university studies. Understanding about the process of how we learn is integral to the skill thread of personal development planning. The links between reflective research and PDP define who we are, and what we have to offer, within the fashion media and promotion industry.

INFORMATION ON METHODS OF DELIVERY

Virtual Learning Environment (VLE)

Fashion Media and Promotion uses myUCA as a virtual learning environment (VLE) to a high degree – and wherever possible, lecture, seminar and workshop aids are posted after sessions for you 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, hand-outs, short films, imagery, podcasts and practical screen casts. The VLE environment of myUCA provides you with easy access to all your assessment forms, teaching materials, tutorial logs, from anywhere in the world.

Lectures

Lectures are formal teaching sessions to large groups. Lectures are supported with audio/visual presentations, written handouts and question/answer sessions.

Seminars

Seminars take place following lectures, providing an opportunity for small groups to discuss concepts and issues in relation to the lecture. Seminars provide the basis for exploratory approaches to understanding new knowledge or new ideas and provide a forum for active participation in debating fashion issues.

Workshops

Workshops provide opportunities for you to participate in practical, hands-on learning, under the supervision of expert staff and/or visiting industry professionals.

Summer Projects

You will be assigned a summer project to undertake whilst away from the university in preparation for your next year of study. These projects are designed to familiarise you with concepts being introduced or reinforced in the units that will commence on your return.

Placements

We encourage you to seek as many work placements throughout your course of study. In year two a placement is a mandatory element of the Industry Awareness option. We also encourage international placements.

Exchanges

You are encouraged to consider the option to participate in the Erasmus exchange programme, which provides the opportunity of spending a minimum of 12 weeks studying at an overseas partner institution within Europe or an International partner.

Peer Tutorials

Peer appraisal is encouraged through peer tutorials where you undertake the tutorial process with peers as well as your tutors. You will be allocated fixed times to discuss your work with a peer undertaking the same unit, or the tutor.

Individual & Group Tutorials

Individual academic tutorials will be given throughout the timetable year, to support units and to inform you about how you are getting on. Unit Leaders report on your progress and performance for each individual project/unit. The Course Leader, Year Coordinator or Personal Pathway Tutor will provide personal tutorials throughout the year; these provide further feedback on your performance and year progression. Drop in tutorials are available at the end of the day to discuss project work. Sign up tutorials sheets are on myUCA allowing you to plan your own timetable.

Study Partners

You will work with a study partner for selected projects. The concept of a study partner is to provide you with a mentor to support your learning, to share ideas and to skill swap. The partners enter into a dual Unit Learning Agreement during the project/unit to assist in emphasising the practical realities and importance of working dependently and independently.

Networking Sessions

In networking sessions, participants bring their portfolios and discuss existing work with other students, facilitating skill swaps. The benefits of this are two-fold: introducing the opportunity to commission, collaborate and incorporate permitted work into your own project development and also informing lower year students of the kind of work you would be undertaking in the future.

Team Work

Working as a member of a team is essential for the 'fashion communicator'. From the very first unit you will participate in a group project (a group can be any number from 3 to 6 students depending on the unit). This forum for you to collaborate and negotiate, supports your interpersonal skills and working as a member of a team, promotes the understanding of project management. Personal development planning (PDP) also supports the teaching and learning principles of team working and project management.

Facilitation of Student Promotion

Throughout the course you are actively encouraged to design, develop and launch activities, exhibitions and promotional materials as vehicles to promote yourself within the course, the campus, the university and further to the public, the industry and prospective employers. Using your portfolio outcomes as the subject, you will effectively showcase yourself, which further reinforces the relationships between theory, process and practice.

Entrepreneurial Life-World

Teaching practices include a high level of learning through doing, problem creation and solving and project-centred learning that stimulates 'real world' situations. The mandatory year two Industry Awareness units ensure flexibility so that the diffusion of learning allows you to reconfigure your knowledge, juxtapose different approaches, be adventurous, be playful and adopt self directed styles of learning.

Employability

BA (Hons) Fashion Media and Promotion enjoys a high rate of graduate employment, with many graduates going on to careers at the highest levels of the fashion media and promotion industry. This is because the course takes a highly professional attitude towards employment from day one, putting you in touch with professionals and introducing you to the individuals and environments with whom you will need to interact in the workplace. A placement unit embedded within the second year curriculum is at the heart of the course and study visits, guest lectures and constant encouragement to locate yourself within industry from the start are all paramount. As a student on BA (Hons) Fashion Media and Promotion, you are taught to think of yourself as a practitioner from the start of the programme and, as such, you are frequently exposed to opportunities for placements, internships and to provide assistance with similarly professionally run events within and outside of the university.

Industry Links

Fashion brands: Burberry; Ralph Lauren; Jimmy Choo; Net-a-Porter, Topshop; Radley; Free People; River Island

Fashion media: Beige; Tank; Vogue; Elle; iD; Another Magazine; ShowStudio; Betty; Cosmopolitan

Fashion PR agencies: Modus; Lamb to Slaughter; Sane; Impulse; Surgery; Doll; Exposure; Tea &

Cake PR; RMO Comms

Other fashion and retail companies: WGSN; Shaftesbury; Selfridges

Visiting professionals and publications

WGSN, Karen Millen, Lulu Guinness, Mulberry, Susie Lau, Yellowdoor, Tatty Devine, VB Victoria Beckham, Wallpaper magazine, Wonderland magazine

Assessment Strategy (of the course)

Fashion Media & Promotion Assessment Strategy

Unit Assessment

The BA (Hons) Fashion Media & Promotion course operates with a 100% portfolio submission on all units. The 100% portfolio is holistically assessed: the portfolio submission includes several elements of work which are not all the same size and are not assigned a given assessment mark. The course team assesses the student work against the unit learning outcomes and assessment criteria, which are mapped to the unit elements (refer to tabled Assessment paper).

All elements are important to the holistic nature of the unit. Different tutors may assess different elements and then the moderation process is crucial to looking at the whole profile of marks and comments about the work. While some elements may not have been completed as well as others, the 100% portfolio approach allows staff to very clearly communicate, through feedback comments, a student's progress. It is in the feedback comments that staff can clearly indicate to students the areas they need to work on, and also students begin to see for themselves where their strengths and weaknesses lie.

To assist the student in understanding how the assessment process is conducted a suggested time-allocation wheel is provided for the percentage of time suggested for each element (refer to tabled Assessment paper). This provides students with a visual representation of how they should be managing their time, and this also supports the staff team in what the student can achieve in the time. Ownership of the 100% portfolio submission can be more flexible as the student moves through the course. Flexibility is achieved in negotiating, with the unit leader, the time allocation for the number of elements. The final major project is a good example of providing the student with the freedom to create work to their strengths by communicating their pathways and by stating major pathway or a major / minor pathway (refer to tabled Assessment paper). The unit agreement is the formal document to confirm this. The confirmation of the unit grade is completed at the staff unit moderation meeting.

The benefits of 100% portfolio submission versus a unit with components, allows the student to work to their strengths: this reduces the number of fails.

All Unit requirements are communicated through the Unit Timetable and Unit Handbook. The unit handbook includes unit aims and learning outcomes, which are mapped to the assessment criteria. Assessment requirements and methods are indicated and could be by a portfolio of evidence, which may include coursework, oral presentations, reflective research journals, and written submissions.

Assessment submission dates, feedback dates are all written on the front page of the Unit

Handbook.

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. 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 student's project by the student receiving peer and staff comments at a mid point in each unit.

At the review students select a peer member from the review group to contribute, by discussing and writing down their own thoughts, reactions and observations on the student's performance and unit outcomes. Formative review comments provide a vital reflective analytical statement at a midpoint of the unit.

Staff written feedback is uploaded onto myUCA allowing the students to reflect on their own review presentation and staff verbal and written comments which inform the action points which is the reflected on, and written about, in the Unit Reflective Summary.

Self and Peer Appraisal

This provides the opportunity to test students' judgment on achievement of personal and group work related to a particular unit in relation to its learning outcomes and assessment criteria. Student judgment may be compared with academic judgments with a view to deepening self-understanding or improving performance. The formative reviews provide evidence on how this operates.

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

The University assures, evaluates and enhances the quality and standards of the course in the following ways:

- An External Examiner is required to provide an annual report upon the academic standards achieved by the course and upon assessment practice, in the context of national standards.
- Code of Practice

The development and delivery of the course fully engages with the Quality Assurance agency's Code of Practice and the Framework for Higher education Qualifications in England and Wales. The undergraduate provision at UCA has a strong tradition of quality assurance. Both the legacy institutions received "excellent" ratings from the QAA following inspection.

- Common Credit Framework

The BA (Hons) Fashion Media and Promotion course has been developed in accordance with the University's Common Credit Framework.

- Periodic Review

The course is subject to the University rigorous quality assurance procedures, which involve subject specialist and internal peer review and approval of the course at periodic intervals of normally three to five years.

- Annual Monitoring Report

All University courses are monitored on an annual basis through an annual monitoring report

- Unit Evaluation Strategies

Clarity and performance of all units will be evaluated by way of a unit evaluation form (UEF) distributed to students upon submission of each unit's assessment requirements. The data collected from these forms is then collated and summarized using both qualitative and quantitative methods, which is presented at meetings of the school board, student forums and discussed among unit tutors. Inferences from these UEF summaries can then be drawn and motioned for inclusion on the course annual monitoring action plans.

- Weekly Year Group Meetings (student reps, course organisation and management)

Weekly student year meetings are held to provide an improved student communication between year co-ordinators and students. Student reps use this forum to discuss any issues of concern and bring these to the monthly staff and student rep meetings.

- Fashion Media & Promotion Course Board

There are three course boards a year which are held prior to the School Boards. All action points from the staff and students are discussed with any Course Board points being carried forward to the School Board.

- Student Satisfaction Survey

Internal and external Student Satisfaction Surveys are analysed by the course team and student reps at the course and school board meetings. An action plan is contained in the annual monitoring report, which is written by the course leader.

- Staff Development

Staff complete a personal development review PDR at the end of each academic year where staff development and research is identified. It is at this meeting where staff request research leave, which is agreed with the line manager. The course annual monitoring document the staff development and research activities.