# Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

**Course Details**

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| Course Title(s) | *BA (Hons) Fashion Promotion*<br>*BA (Hons) Fashion Promotion with Placement* |
| Course Code(s) | 5547; 5548 (placement) |
| Course Director | Ronke Fashola |
| Shared Modules? | Yes with other Fashion courses |

## Changes to sequencing of modules:

| **No change required** | **None required** | |
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| **Module code and name (please list by level)** | **S2→S1** | **S1→S2** |
| All modules | No change required | No change required |
| | | |

## Changes to the mode of delivery and course composition

| **Module code and name** | **Changes to delivery mode** | **Changes to contact hours** |
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| All modules | The course is moving towards a blended learning approach – where we mix onsite and online delivery.<br><br>Students will be expected to be on campus for an average of 1 day a week. On-campus contact will be about 15/16%. This figure may flex up/down depending on lab space and advice from government.<br><br>On campus delivery will focus on | No changes to contact hours planned at this point. |

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| | activities which utilise our specialist facilities and resources. | |

## Additional course costs

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| **Change required** | **All students must have individual access to a Macbook and specialist software including Adobe CC for all modules** |
| **Module code and name** | **Changes to additional course costs** |

Additional information

| **Any additional information** |
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| Students will be required to have access to a MacBook and specialist software including Adobe CC in order to complete their studies. The university is putting a laptop purchasing scheme in order to enable this.<br><br>Resit assessments for both semester 1 and semester 2 will be geared towards completion of work in an off-campus environment. In a scenario where we lose access to campus and facilities, we will switch between the original and resit assessment.<br><br>Where students are unable to attend any on-campus activities (for shielding, or any other accepted reason), the default offer will be the resit assessment as the first opportunity.<br><br>For further information please contact the course director, Ronke Fashola fasholr4@lsbu.ac.uk |

**Original Course Specification**

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

| A. Course Information | | | |
|---|---|---|---|
| **Final award title(s)** | **BA (Hons) Fashion Promotion** | | |
| **Intermediate exit award title(s)** | Certificate of Higher Education in Fashion Promotion<br>Diploma in Higher Education in Fashion Promotion | | |
| **UCAS Code** | | **Course Code(s)** | 5547<br>5548 |
| **University** | London South Bank University | | |
| **School** | ☐ ASC ☒ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS | | |
| **Division** | Creative Industries | | |
| **Course Director** | (TBC) | | |
| **Delivery site(s) for course(s)** | ☒ Southwark ☐ Havering<br>☐ Other: please specify | | |
| **Mode(s) of delivery** | ☒Full time ☐Part time ☐other please specify | | |
| **Length of course/start and finish dates** | | | |

| Mode | Length years | Start - month | Finish - month |
|---|---|---|---|
| Full time | 3 | September | June |
| Full time with placement/ sandwich year | 4 | September | June |
| Part time | NA | NA | |
| Part time with Placement/ sandwich year | NA | NA | |

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| **Is this course generally suitable for students on a Tier 4 visa?** | Please complete the International Office questionnaire<br>Yes<br>Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated. | |
| **Approval dates:** | Course(s) validated / Subject to validation | April 2019 |
| | Course specification last updated and signed off | September 2019 |
| **Professional, Statutory & Regulatory Body accreditation** | | |
| **Reference points:** | Internal | LSBU Corporate Strategy 2015-2020<br>Academic Quality and Enhancement Manual<br>School of Arts & Creative Industries Roadmap |

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| | | LSBU Academic Regulations |
| | External | QAA Quality Code for Higher Education 2013<br>QAA Subject Benchmark Statements for Business and Management (2015) and Art & Design (2016)<br>QAA Framework for Higher Education Qualifications<br>Competitions and Markets Authority (CMA)<br>SEEC Level Descriptors 2016 |

| **B. Course Aims and Features** | |
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| **Distinctive features of course** | ❖ Industry engagement and professional practitioners input will be utilised throughout this fashion promotion course, to ensure exposure to the most current industry practices across a range of contexts, enabling students to access future career paths within the Fashion Promotion sector.<br>❖ The course will provide students with a broad awareness of current development and innovation in the areas of emerging fashion promotion, media and the economy.<br>❖ The course offers students the opportunity to develop their creative skills as well as their business acumen, enterprise and entrepreneurship.<br>❖ The course features collaboration with students across all Fashion Programmes (Fashion Promotion with Marketing, Fashion Media, Fashion Buying & Merchandising) and with other relevant programmes in the School of ACI, such as Creative Advertising with Marketing and Photography. Those interdisciplinary collaborations are enriching for the curricula and the student experience.<br>❖ Opportunities to collaborate internationally with academic partners abroad and enhance practice on a global platform e.g. opportunity to work with fashion students at Ryerson University, Canada, in Level 5.<br>❖ The course offers the opportunity of a 'sandwich' year in industry between Levels 4 and 5.<br>❖ The University's central location gives students access to relevant industry partners and practitioners 'on their doorstep'; the University's business incubator houses 75 SMEs our students can work with and gain work experience in. |
| **Course Aims** | The BA (Hons) Fashion Promotion degree aims to:<br>1. Provide an in-depth understanding of key critical, social, cultural, historical and business concepts which directly impact the Fashion Promotion sector.<br>2. Develop academically confident graduates, equipped for a variety of future careers with national and international perspectives, through the provision of a supportive learning environment that nurtures an |

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| | understanding and application of theory and practice.<br><br>3. Nurture creativity and entrepreneurship and maximise opportunities for students to specialise in areas of practice relating to their individual career ambitions.<br><br>4. Develop technical proficiency over a range of platforms such as photography, video, CAD, social media and fashion management, underpinned with the necessary skills to communicate concepts effectively through visual, written and oral means.<br><br>5. Develop knowledge and understanding, intellectual and practical skills around concepts, principles, and developments relevant to the Fashion Promotion industry.<br><br>6. Provide career support; and maximise opportunities for engagement with industry though live projects, placements, internships and networking.<br><br>7. Prepare professionally for their future careers and employability prospects, providing opportunities for them to experience, network, develop, exhibit and publish.<br><br>8. Support the creative and imaginative production of work to the strongest potential of each student. |
| **Course Learning Outcomes** | The programme provides opportunities for students to develop and demonstrate knowledge and skills in a range of areas described below.<br><br>**A: Knowledge & Understanding**<br><br>***On completion of the programme the successful student will have knowledge and understanding of:***<br><br>A1: Key practices, debates, techniques and technologies in fashion promotion and their professional application within a range of practical, theoretical, historical, ethical and cultural contexts.<br><br>A2: Core professional principles, processes, technologies and ideologies and their application in a range of theoretical and practical contexts<br><br>A3: The historical development of fashion promotion including the impact of globalisation and introduction of new technologies, as well issues around sustainability and ethical responsibility within the fashion industry.<br><br>**B: Intellectual Skills**<br><br>***Students will develop their intellectual skills such that they are able to:*** |

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| | B1: Identify, analyse and evaluate data, information and appropriate methodologies, and apply the digital literacy necessary to support evidence-based decision-making.<br><br>B2: Carry out sustained independent enquiry, demonstrating an ability to be creative, imaginative, analytical, reflective and capable of solving problems effectively.<br><br>B3: Develop a self-reflexive and critical attitude to learning in order to maintain ongoing academic and professional development.<br><br>**C: Practical Skills**<br><br>**Students will acquire and develop practical skills such that they are able to:**<br><br>C1: Utilise a range of research methods, undertake analysis of primary and secondary research, evaluate and contextualise their practice in relation to key theoretical ideas informing their subject.<br><br>C2: Devise creative and innovative promotional and communication concepts based on the requirements of a specific brief, client or audience<br><br>C3: Develop interpersonal skills in effective listening, negotiating, persuasion and presentation and use these skills in generating and collaborating with business contacts.<br><br>C4: Develop the ability to work collaboratively and effectively both internally and externally to devise innovative marketing strategies and promotional campaigns.<br><br>**D: Transferable Skills**<br><br>***Students will acquire and develop transferable skills such that they are able to***<br><br>D1: Build and maintain effective collaborative relationships with others from a range of backgrounds, cultures, and disciplines.<br><br>D2: Develop the self-reflective and self-management skills that engender flexibility, resilience, sensitivity to diversity and the assertiveness to accept responsibility and appropriately plan, organise and manage time.<br><br>D3: Communicate concepts effectively, persuasively, creatively and professionally, employing visual and written communication and presentation techniques. |
| **C. Teaching and Learning Strategy** | |

Our teaching and learning strategy seeks to reflect and apply the educational philosophy of the institution and the rationale, aims and learning outcomes of the course. The acquisition of knowledge and understanding will be delivered through a variety of strategies:

**Lectures** allow key topics to be introduced and investigated across each academic level. Guest speakers from business and academia will bring specialist knowledge into the classroom.

**Seminars and workshops** support the lectures with a strong focus on small group activities to encourage the active participation of students, develop peer learning and promote the sharing of knowledge and support amongst our diverse student body. These sessions promote dialogue and debate and offer a participative platform for the exploration of theory and practice.

**Group work and in-class presentations** promote inclusivity, active participation and effective communication skills. Students will work together to share knowledge and develop an understanding of co-operative practice and teamwork. The successful use of verbal and non-verbal presentation styles are key skills taught in relation to pitching to clients / planning high-impact presentations.

**Group tutorials 'Learning Teams'** are both tutor and student led to encourage appropriate and effective communication styles in a professional context. Group tutorials allow the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body. This enables students to develop and evaluate logical arguments and encourages students to be accepting and open minded to new ideas and divergent ways of thinking.

**Individual tutorials** support students on a one-to-one level and are useful in evaluating progress. As students move through the course there is a shift towards more self-directed study and individual tutorials support the practical application of skills in more specialist and professional contexts.

**Practice-based workshops** provide opportunities to learn and develop practical skills through technical instruction, focusing on the safe and effective use of equipment and the professional techniques employed in fashion media. This may take place in a lecture theatre, seminar room, studio, computer lab or 'on-location'.

**Self-managed learning**
Students are expected to undertake self-directed study for each module of the course. A 20 credit module will involve 200 hours of study and a 40 credit module will involve 400 hours of study overall. This study time is broken down into classroom-based 'contact hours' and 'student managed learning hours' (a breakdown of these hours are included within each module descriptor for the course). Self-managed learning activities should supplement and consolidate classroom based activity and include: researching and developing practical outcomes for project based work, reading recommended texts and relevant journal articles, application of knowledge to additional problem based exercises, engaging in coursework, group discussion and review of key topics. Many of these activities are supported in the virtual learning environment (VLE).

**Resources to support studies:**
The course content draws on the opportunities offered by our brand new, advanced production facilities located in Elephant Studios at LSBU. Students have access to a vast range of media equipment and studio spaces, such as a **Film, Photography** and **Edit Suites** for visual effects. LSBU's **Print Lab**, **Mac Labs** ensure students are able to produce professional quality outcomes and collaborate with a highly creative community of undergraduate and postgraduate practitioners.

Use of the **Virtual Learning Environment (VLE)** supports the exchange of information between staff, students and student collaborators. This virtual environment also provides access to the most up-to-date information at a modular and course level, acting as a central hub whereby students can find links to important information about staff and course resources i.e. libraries, computer labs, studios and equipment stores (including opening hours). Further information about additional

services that London South Bank University provides around student support can be found on the university website.

## D. Assessment

Assessment offers students the opportunity to engage in an active learning process, which recognises and supports learning and achievement. An integrated formative and summative assessment and feedback process is a key component to every module on this course:

**Formative assessment** activities provide opportunity for developmental feedback and reflective learning and are a key feature of the teaching and learning strategy implemented throughout the course. Formative feedback is given at strategic points in the module by tutors and student peers to ensure students engage in a process of continuous learning. Specialist practice-based modules in fashion media regularly provide formative feedback in the form of group tutorials, which are an important point of on-going contact between staff and students. Often called 'Learning Teams', group tutorials function as an intimate and supportive environment for providing critical project feedback. Supported by module tutors, each student is encouraged to actively participate in group discussions surrounding the generation, development, production and analysis of ideas.

**Summative assessment** is given following the culmination of each module to indicate the level at which each learning outcome has been met. This is usually in the form of a percentage with written feedback. Modes of assessment vary and aim to compliment the most current industry practice. Practical and professional skills are assessed predominantly through individual and group coursework. Coursework for assessment may include practical projects, supporting research materials, essays, reports, development materials and / or written evaluations to demonstrate relevant module learning outcomes. Often more than one mode of assessment will be required to ensure that students are able to demonstrate each learning outcome for the module. Details can be found on each of the module specifications available on the VLE.

**Student progression**: Students must pass all modules in order to progress to the next level of study and achieve the credit points necessary to achieve the award (120 credits points are required at each level). The course team will provide students with information about assessment, progression and attainment during course activities.

## E. Academic Regulations

The University's Academic Regulations apply for this course.

## F. Entry Requirements

- Interview and/or Portfolio
- A Level BCC**; 104 UCAS points**
- BTEC Extended Diploma MMM**; 96 UCAS point**
- Access to HE qualifications with 9 Distinctions 36 Merits**; 96 UCAS points**
- Equivalent level 3 qualifications worth 106 UCAS points
- Applicants must hold 5 GCSEs A-C including Maths and English or equivalent (reformed GCSEs grade 4 or above).
- We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C.

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| **G. Course structure(s)** |
| **Course overview**<br><br>The course is structured around 360 credit points (120 credits per year for 3 years) with modules of 20 and 40 credits. The course structure information is shown below and students may choose elective modules at level 5. The elective modules offered are contingent on sufficient student demand. Some electives may not be available in any one year and new electives may be added. The course offers the option of a placement year between levels 5 and 6. |
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BA (Hons) Fashion Promotion – **Full time**

| | Semester 1 | | Semester 2 | |
|---|---|---|---|---|
| **Level 4** | **Fashion Promotion in Practise**<br>**CIN_4_FPC**<br>*Compulsory* | 20 Credits | **Brands, Branding and Social Media**<br>**CIN_4_BBS**<br>*Compulsory* | 20 Credits |
| | **Fashion Marketing and Management**<br>*Compulsory* | 20 Credits | **Digital Artistry in Post Production**<br>*Compulsory* | 20 Credits |
| | **Fashion Promotion in Context**<br>**CIN_4_FPP**<br>*Compulsory* | 20 Credits | **Visual Communications**<br>**CIN_4_VCO**<br>*Compulsory* | 20 Credits |
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| **Level 5** | **Fashion, Editorial and Advertising Photography**<br>**AME_5_FEA**<br>*Compulsory* | 20 Credits | **Innovation in Practice**<br>*Compulsory* | 20 Credits |
| | **Fashion Retail and Consumer Trends**<br>**CIN_5_FRC**<br>*Compulsory* | 20 Credits | **Fashion Events and Promotion FEP**<br>**CIN_5_**<br>*Compulsory* | 20 Credits |
| | **Fashion Product Development**<br>*Optional*<br><br>*OR*<br><br>**International Live Brief**<br>**CIN_5_ILB**<br>*Optional* | 20 Credits | **Creativity: The Creative Industries**<br>**CAT_5_CCI**<br>*Compulsory* | 20 Credits |
| **Optional Sandwich Year / Industry Placement** | | | | |
| **Level 6** | **Promotional Media & Campaign Strategies**<br><br>*Compulsory* | 20 Credits | **Major Project Portfolio**<br>**CIN_6_MPP**<br>*Compulsory* | 40 Credits |
| | **Enterprising Futures**<br>**CIN_6_ENF**<br>*Compulsory* | 20 Credits | **Fashion Futures**<br>*Compulsory* | 20 Credits |
| | **Creative Research Project**<br>**CIN_6_CRP**<br>*Compulsory* | 20 Credits | | |

**Placements information**

The course offers the opportunity for all undergraduate Home/EU students to undertake an internship, mentorship or work experience while studying and offers an optional placement year between Levels 5 and 6. The course team will provide information about formal and informal placement opportunities and mentorship frameworks as the course progresses.

## H. Course Modules

This course runs collaboratively with other Fashion course in the Division of Creative Industries and in collaboration with the BA Creative Advertising with Marketing. It brings together the best expertise from the School of Arts and Creative Industries through a range of, mostly compulsory, modules. Students will learn a rich mix of creative, cultural, management and business skills, alongside key practice-based modules in specialist areas of fashion promotion:

| Module Code | Module Title | Level | Semester | Credit value | Assessment |
|---|---|---|---|---|---|
| CIN_4_FPC | Fashion Promotion in Practise | 4 | 1 | 20 | ***Summative Assessment:*** **Practical Assessment comprising of two sub-components: 100%**<br><br>**1.Creative Portfolio: 60%**<br><br>**2. Supporting Workbook: 40%** |
| NEW | Fashion Marketing and Management | 4 | 1 | 20 | ***Summative Assessment:***<br><br>**CW1. Creative Portfolio: 100%** |
| CIN_4_FPP | Fashion Promotion in Context | 4 | 1 | 20 | ***Summative Assessment:*** **CW1. Essay: 100%** |
| New | Digital Artistry in Post-Production | 4 | 2 | 20 | **Summative Assessment: CW1. Portfolio: 100%** |
| CIN_4_BBS | Brands, Branding and Social Media | 4 | 2 | 20 | **Summative Assessment: CW1. Portfolio: 100%** |
| CIN_4_VCO | Visual Communication | 4 | 2 | 20 | ***Summative Assessment:*** |

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| | | | | | **CW1. 100% consisting of two sub-components:**<br><br>**1. Creative Portfolio: 80%**<br><br>**2. Individual Statement: 20%** |
| AME_5_FEA | Fashion, Editorial and Advertising Photography | 5 | 1 | 20 | ***Summative Assessment:***<br><br>**CW1 (80%): Project portfolio**<br><br>**CW2 (20%): Portfolio presentation.** |
| CIN_5_FRC | Fashion Retail and Consumer Trends | 5 | 1 | 20 | **Summative assessment: CW1. Written Report: 100%** |
| New | Fashion Product Development - Optional | 5 | 1 | 20 | **Summative Assessment**<br><br>**CW1. 100% Creative assessment consisting of two sub-components:**<br><br>**1. Creative Portfolio: 80%**<br><br>**2. Summative presentation: 20%** |
| New | International Live Brief - Optional | 5 | 1 | 20 | **Summative assessment:**<br><br>**CW1. 100% Portfolio comprising:** |

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| | | | | | 1. **Prototype (50%)**<br>2. **Essay (50%)** |
| New | Innovation in Practice | 5 | 2 | 20 | ***Summative Assessment:***<br>**CW1. Portfolio: 100%** |
| CIN_5_FEP | Fashion Events and Promotion | 5 | 2 | 20 | ***Summative Assessment:***<br>**CW1. Presentation: 50%**<br><br>**CW2. Report: 50%** |
| CAT_5_CCI | Creativity: The Creative Industries | 5 | 2 | 20 | **Summative Assessment:**<br>**CW1. 50% Report**<br>**CW2. 50% Creative Project** |
| New | Promotional Media & Campaign Strategies | 6 | 1 | 20 | **Summative Assessment:**<br>**CW1. 100% Individual illustrated case study** |
| CIN_6_ENF | Enterprising Futures | 6 | 1 | 20 | ***Summative assessment:***<br>**CW1. Personal and Professional Development Plan (PPDP): 50%**<br><br>**CW2. Practical Outcome: 50%** |
| CIN_6_CRP | Creative Research Project | 6 | 1 | 20 | ***Summative assessment:***<br><br>**CW1. Dissertation: 100%**<br><br>**OR**<br><br>**CW1 Practice-based dissertation: 100%** |

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|---|---|---|---|---|---|
| | | | | | **OR**<br><br>**CW1. Marketing Report: 100%** |
| CIN_6_MPP | Major Project Portfolio | 6 | 2 | 20 | ***Summative assessment:***<br>**CW1. 100% Practical Assessment constituting of two sub-components:**<br>**1. Major Project Portfolio: 80%**<br><br>**2. Supporting Workbook: 20%** |
| New | Fashion Futures | 6 | 2 | 20 | ***Summative Assessment:***<br>**CW1. Creative Outcome: 100%** |

Any elective modules offered are contingent on sufficient student demand. Some electives may not be available in any one year and new electives may be added.

## I. Timetable information

Timetable information will be released online prior to the start of each semester. All students can find their personalised timetables by using the student portal 'My LSBU'. Please note that these timetables are subject to minor change, therefore, regular checking of timetables is advised.

## J. Costs and financial support

**Course related costs**

There may be additional expenses associated with the course, which are not included within the tuition fees that students pay. An indication of additional course related costs are provided below. Please note that actual costs can vary depending on the choices students make during their course of study:

**Equipment:** We recommended that all students purchase the following equipment ;
USB portable external hard drive (minimum 500Gb recommended); Laptop. NB: Courses in photography and media production at LSBU provide access to specialist equipment but recommend that students purchase these core items.

**Books for own annotation:** Resources are provided by the LSBU library, however, students may choose to purchase core reading resources to support their studies (estimated costs £0-225 per year).

**Stationary, photocopying and printing:** Students are required to produce coursework requiring print outcomes and printed research materials for annotation. Printing resources is a requirement for some practical assessments, however, many briefs require the submission of work online (estimated costs £0-200 per year).

**Study Trips:** National and international study trips are offered throughout the degree. If students choose to participate they will be expected to pay for travel costs, accommodation, insurance, visa fees (where applicable) and general living expenses. These will vary depending on the nature and location of the trip.

**Internships, work experience and industry mentorship:** Students will be supported in choosing their own internships and industry mentorship activities. Travel and accommodation costs will be dependent on location / local costs of living.

**Degree shows**: Most courses result to degree show activities, and students are encouraged to raise appropriate funds to support those through student-led initiatives. Most often costs are also supplemented by the course. Costs will be dependent on location and the nature of activities for the exhibition / event.

**Graduation costs:** Students attending a graduation ceremony at LSBU will be required to pay for gown hire / tickets for guests attending the ceremony (estimated costs £45-65).

**Tuition fees/financial support/accommodation and living costs:**

- Information on tuition fees/financial support can be found by clicking on the following link: http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link: https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

**List of Appendices**

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: Personal Development Planning (postgraduate courses)

Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses. *Key:* ***t*** *(taught),* ***d*** *(delivered),* ***a*** *(assessed)*

| **Modules** | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Level** | **Title** | **Code** | **A1** | **A2** | **A3** | **B1** | **B2** | **B3** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** |
| 4 | Fashion Promotion in Practise | CIN_4_FPC | **tda** | **td** | **td** | **tda** | | **td** | **tda** | | **t** | | **td** | **td** | **tda** |
| 4 | Fashion Marketing and Management | New | **tda** | | **tda** | | **tda** | | **tda** | **td** | **tda** | **td** | **td** | **tda** | **tda** |
| 4 | Fashion Promotion in Context | CIN_4_FPP | **tda** | **td** | **td** | **tda** | **td** | | **tda** | | | | **td** | **tda** | **td** |
| 4 | Digital Artistry in Post Production | New | **td** | **tda** | **tda** | **t** | **tda** | **td** | **tda** | **td** | | **tda** | **td** | **t** | **tda** |
| 4 | Brands, Branding and Social Media | CIN_4_BBS | **tda** | | **tda** | | **tda** | | **tda** | | | | **td** | **tda** | **tda** |
| 4 | Visual Communications | CIN_4_vco | **td** | **td** | **tda** | **td** | | **td** | **tda** | | **t** | **tda** | **tda** | **tda** | **td** |
| 5 | Fashion, Editorial and Advertising Photography | AME_5_FEA | **td** | **td** | **td** | **td** | **tda** | | **tda** | | **tda** | **tda** | **td** | **tda** | |
| 5 | Fashion Retail and Consumer Trends | CIN_5_FRC | **tda** | | **tda** | | **tda** | **t** | **tda** | | **tda** | **td** | **td** | **tda** | |
| 5 | Fashion Product Development | New | **tda** | **tda** | **tda** | **d** | **tda** | | **tda** | | **t** | | **td** | **tda** | **tda** |
| 5 | International Live Brief | CIN_5_ILB | **tda** | **t** | **tda** | **td** | **tda** | | **tda** | **tda** | **td** | | **td** | **tda** | **tda** |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | Fashion Events and Promotion | New | **tda** | | **tda** | | **tda** | **t** | **tda** | **td** | | **tda** | **td** | **tda** | **tda** |
| 5 | Innovation in Practice | New | **td** | **tda** | | **tda** | | | **tda** | | | | **tda** | **td** | **tda** |
| 5 | Creativity: The Creative Industries | CAT_5_CCI | **tda** | | **td** | **tda** | | **tda** | **td** | | **tda** | **tda** | **td** | **td** | **tda** |
| 6 | Promotional Media & Campaign Strategies | New | **tda** | **tda** | **tda** | **d** | **tda** | **t** | **tda** | **tda** | **td** | **t** | **td** | **tda** | **tda** |
| 6 | Enterprising Futures | CIN_6_ENF | **td** | **tda** | **td** | **tda** | **d** | **td** | **td** | | **tda** | **tda** | **d** | **d** | **tda** |
| 6 | Creative Research Project | CIN_6_CRP | **tda** | | | **tda** | **tda** | | | **tda** | | | | **tda** | |
| 6 | Major Project Portfolio | CIN_6_MPP | **tda** | **tda** | **d** | **td** | **d** | **tda** | **tda** | **d** | **tda** | **tda** | **tda** | **td** | **d** |
| 6 | Future Fashions | New | | | | **da** | **tda** | **d** | **tda** | **tda** | | **d** | | **tda** | |

## Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base

across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

| **Dimension of the Educational Framework** | **Minimum expectations and rationale** | **How this is achieved in the course** |
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| Curricula informed by employer and industry need | <u>Outcomes focus and professional/employer links</u><br>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4. | • Industry professionals working across multiple areas of fashion / fashion media production engaged in collaborative curriculum design process / expanding the network of professional collaborators for the course.<br>• Industry-facing modules are written to be future-proof through their focus on innovation and enterprise – specifically, the **Innovation in Practice** module at L5<br>• Modules designed across levels 4,5 and 6, to incorporate 'Live briefs' and access to designer collections / industry professionals i.e. modules **Visual Communications, International Live Brief, Innovation in Practice, Creativity: The Creative Industries,** and **Major Project Portfolio**. |
| Embedded learning development | <u>Support for transition and academic preparedness</u><br>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways | • **Fashion Promotion in Context** and **Fashion Marketing and Management** are run at the outset of L4 and specifically address disciplinary ways of thinking and practicing i.e. |

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| | of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning. | analytical thinking, academic writing, critical reading, concept development and reflection.<br>• Curriculum design champions 'spiral learning' so that each module builds and expands on knowledge and skills developed at each level |
| High impact pedagogies | <u>Group-based learning experiences</u><br>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values. | • Students work collaboratively with student cohorts (across Fashion Buying and Merchandising and Media courses) in all levels. This may be in the form of working in production and learning teams. The value of 'learning team' activities, specific to the Fashion Promotion course is outlined in 'Section C'.<br>• Group work is formalised through a range of collaborative briefs i.e. through 'live briefs' in the **Visual Communications** module at L4 and **International Live Brief** module at L5. This group work forms a significant part of summative assessment for the module overall. |
| Inclusive teaching, learning and assessment | <u>Accessible materials, resources and activities</u><br>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists. | • Core course materials and access to appropriate materials and resources will be available on the VLE for each module<br>• Module tutors will work with the accessibility teams to ensure inclusive practice, ensuring that individual student needs are met to appropriate standards |

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| Assessment *for* learning | <u>Assessment and feedback to support attainment, progression and retention</u><br>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**. | • Assessment is addressed in each module to help students understand assessment outcomes, deliverables and requirements for progression and attainment.<br>• Formative and summative assessment is central to all modular activities and referenced in each module specification.<br>• Personal tutors are assigned to each student to support attainment, progression and retention and to establish a main point of contact to address individual student issues.<br>• 'Learning Teams' during practice-based modules frame assessment practices at the outset of L4 and are used as a vehicle to aid student progression and provide formative feedback prior to module deadlines. |
| High impact pedagogies | <u>Research and enquiry experiences</u><br>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought-after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports | • A specialist Fashion Promotion histories and theories programme has been established, requiring at least 20 credits at each level – **Fashion Promotion in Context**, L4; 'Innovation in Visual Thinking', L5; **Creative Research Project**, L6. This ensures students are equipped with the knowledge and skills to undertake a written dissertation (or similar) at L6.<br>• Research underpins, supports and strengthens practice throughout all modular activities with a focus on more student-led and self-managed learning from semester 2, L5. This promotes autonomy and |

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| | with peer review, should also be considered. | allows students to develop their own specialist practice. |
| Curricula informed by employer and industry need / Assessment *for* learning | <u>Authentic learning and assessment tasks</u><br>Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate. | • Live briefs are central to specific individual and group assessment outcomes in **Visual Communications** and **Innovation in Practice** modules at L5 and L6.<br>• Industry-linked activity through placements, work experience and industry mentorship are addressed in the **Creativity: The Creative Industries** module at L5 and feeds-forward into the personal and professional development plans in **Enterprising Futures** at L6<br>• Industry-linked briefs and collaborations are central to all specialist Fashion Promotion modules, in which students are encouraged to link creativity and enterprise through experimentation, innovation and adopting a courageous approach to their studies. This is explicit in modules such as **Innovation in Practice** and **Creativity: The Creative Industries**. |
| Inclusive teaching, learning and assessment | <u>Course content and teaching methods acknowledge the diversity of the student cohort</u><br>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities. | • Lectures, seminars and workshops address key practitioners from different cultural, socio-economic and ethnic backgrounds to promote and reflect diversity.<br>• 'Learning Teams' are used as a framework to encourage a commitment to inclusivity, in which student views and opinions are valued and can be used to inform the work of others across the cohort. Initially these are mediated and supervised by module tutors. Please see Section C. |

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| Curricula informed by employer and industry needs | <u>Work-based learning</u><br>Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate. | • Students work 'on-location' in a range of industry settings and contexts throughout practice-based modules.<br>• Students are encouraged to find an industry mentor and undertake work experience and internships, specifically during modules **Creativity: The Creative Industries** at L5, and **Enterprising Futures** at L6.<br>• Fashion Promotion has an optional placement year between L5 and L6 |
| Embedded learning development | <u>Writing in the disciplines: Alternative formats</u><br>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide. | • Assessment addresses a multi-media approach to writing and communication styles in response to the changing landscape of Media Advertising and Fashion Promotion. Formats are addressed that are recognisable and applicable to those working in the profession.<br>• Different styles of writing in academic and professional contexts are addressed through theory-based and practice-based modules.<br>• Monetizing media advertising, incorporating elements of promotional writing are included throughout the degree and issues in **Fashion Promotion in Practice**. |

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| High impact pedagogies | <u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u><br>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking. | • 2 out of 3 modules in each semester in L4 and L5 are shared with other courses, bringing the best expertise together from the School of Arts and Creative Industries<br>• Fashion Promotion Students work formally with other Fashion students in shared modules **Fashion Promotion in Context**, **Visual Communications** and **Fashion Editorial and Advertising Photography**<br>• **Promotional Media & Campaign Strategies** in L6 provides a vehicle for collaboration in a major portfolio project, shared with students across fashion and media disciplines. |
| Assessment *for* learning | <u>Variation of assessment</u><br>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum. | • A range of different assessment tasks are offered across the curriculum, which seek to address most current industry practice (see module specifications).<br>• Visual, oral, written and non-verbal communications are addressed through a range of diverse project briefs, providing opportunities for all students to be able to demonstrate achievement and learning outcomes in different ways. |
| Curricula informed by employer and industry need | <u>Career management skills</u><br>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on | • Fashion Media modules in the second half of the degree (from S2, L5) provide opportunities for students to explore their creative potential in a specialist area |

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| | work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**. | of practice relating to developing career aspirations – specifically in modules, **Innovation in Practice**, **Creativity: The Creative Industries**, **Creative Research Project** and **Major Project Portfolio**.<br>• A reflective approach to practice and career planning are addressed in **Creativity: The Creative Industries** and **Enterprising Futures** and students are asked to produce a Personal and Professional Development Plan. |
| Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies | <u>Capstone project/dissertation</u><br>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**. | • **Creative Research Project** (CRP) at L6 provides a platform for students to produce a critical piece of work responding to research in the form of a dissertation, practice-based dissertation or detailed marketing report. This enables students to consolidate their learning, develop their practice and work independently.<br>• **Major Project Portfolio** at L6 requires students to negotiate a final major project and is a critical point for the integration and synthesis of knowledge and skills from across the course. Outcomes for assessment champion professionalism, creativity, integrity and enterprise. |

**Appendix C: Personal Development Planning**

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

| Approach to PDP | Level 4 | Level 5 | Level 6 |
|---|---|---|---|
| **1 Supporting the development and recognition of skills through the personal tutor system.** | This is a compulsory process to support each student's transition into Higher Education.<br><br>Students will meet their personal tutor at least once in semester 1 and once in semester 2. If needed, the number of these meetings can be increased to suit individual requirements.<br><br>Due to the industry-facing nature of the course, personal tutors will support and encourage students to engage with industry professionals as they progress from level 4 onwards.<br><br>The division will also work closely with support services and each student to ensure opportunities for personal development are supported. | Continued support will be provided via the course team and Course Director.<br><br>Tutors will encourage students to reflect on their performance during the academic year and actively pursue work placements and opportunities for industry engagement.<br><br>Students wanting to engage in industry experience by working for one year in an organisation or company of their choice (sandwich year) will be supported with a dedicated placement tutor during the year. This may include a placement visit. | Continued support will be provided via the course team and Course Director - specifically around industry engagement.<br><br>Tutors will encourage students to reflect on their personal and professional practice and develop action plans to maximise networking opportunities with industry professionals. |
| **2 Supporting the development and recognition** | • Group tutorials (also referred to as 'Learning Teams') during core modules including '**Global** | • Delivery of professional skills in all level 5 (core) modules with high | • Exploration of professional roles in all level 6 (core) modules with high levels of practitioner input. |

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| **of skills in academic modules.** | **Fashion Platforms'** and **'Visual Communication'** are specifically designed to support the development and recognition of skills through regular tutor-led / peer feedback.<br>• Critiques, pitches and presentations instigate discussion and support progression through appropriate tutor / peer feedback.<br>• Assessment of a wide range of practical and professional skills (see assessment matrix).<br>• Development of presentation and communication skills through lectures, in-class workshops / assessment activities. | levels of practitioner input.<br>• Assessment covering a wide range of professional and transferable skills.<br>• Group / Individual tutorials during practice-based modules.<br>• Development of personal promotion through **'Creative Industries'** module, supported by lectures, workshops and tutorials.<br>• Supervised working in production teams for group-based learning i.e. during module, **'Innovation in Practice'**. | • Assessment covering a wide range of professional and transferable skills.<br>• Modules dedicated to personal and professional development i.e. **'Enterprising Futures'** in which students are supported in producing personal action plans to further their networking potential.<br>• The production of a professional portfolio of work relating to personal career ambitions, supported through **'Major Project Portfolio'** module. |
| **3 Supporting the development and recognition of skills through purpose designed modules.** | Modules at Level 4 include individual and group working, 'live' and/or collaborative briefs and immediate immersion in industry practice using professional techniques / technologies.<br>Examples include:<br>• **Fashion Promotion in Practise** Developing and realising concepts<br>• **Fashion Promotion in Context** Understanding professional practice in a range of contexts<br>• **Visual Communication** Production group work for a live industry brief<br>• **Global Fashion Platforms** | 'Industry supported' modules at Level 5 are designed to introduce and explore professional client and agency roles in the classroom through practitioner input.<br>Examples include:<br>• **Fashion Retail and Consumer Trends** Applying histories and theories in practical contexts<br>• **Fashion Events and Promotion** Transformative practice in professional contexts<br>• **Creative Industries** Practical student collaborations / industry engagement<br>• **Sandwich Year** (option to work in | The development and recognition of skills are addressed and supported through all core modules in L6.<br><br>(please see **module map**). |

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| | Applying professional approaches and skills in Fashion Buying and Merchandising | industry between levels 5 and 6) | |
| **4. Supporting the development and recognition of skills through research projects and dissertations.** | Research techniques are taught and developed through all practice-based, theory-based modules in a range of contexts, for example:<br><br>• Strategic and creative ideas, underpinned through analytical research for **' Fashion Marketing and Management'** and **'Visual Communications**' modules.<br>• Research methodologies, analysis of materials, **r**eferencing and the use of appropriate academic and visual resources for written assessments during **'Fashion Promotion in Context'**. | Research skills are needed to complete all coursework assignments throughout L5, including:<br><br>• Evidencing research in conceptual development to realise practical projects and reflect upon conceptual and practical development for **'Fashion Events and Promotion'**<br>• Individual essay / academic writing for **'Fashion Retail and Consumer Trends' & 'Fashion Product Development'**<br>• Developing presentation strategies and pitching work in a range of contexts. | Developed research skills are required to complete all coursework assignments throughout L6, including:<br><br>• Evidencing research in conceptual development to realise **'Major Project Portfolio'**<br>• Development of a **'Creative Research Project'** around professional interests.<br>• Producing high-impact presentations, appropriate to a range of professional audiences. |
| **5 Supporting the development and recognition of career management skills.** | • Support via LSBU's personal tutoring system<br>• Industry-facing projects, guest lectures and 'live briefs' to develop personal and professional skills<br>• Volunteering opportunities provided by Employability Services and other extra-curricular activities. | • Support via LSBU's personal tutoring system<br>• Industry-focused briefs and 'live' projects to build and maximise networking opportunities.<br>• **'Creative Industries'** module to support work placements, mentorship schemes and networking activities.<br>• **'Fashion Product Development' and 'Fashion Events and Promotion'** module to encourage and foster industry engagement. | • Support via LSBU's personal tutoring system<br>• Developing PPD plans and series of personal and professional objectives for '**Enterprising Futures'**<br>• Producing an industry-ready portfolio for **'Major Project Portfolio'** to align with career aspirations.<br>• Opportunity to develop personal projects and business ventures through Fashion Future module in L6 |

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| **6 Supporting the development and recognition of career management skills through work placements or work experience.** | • On-location work for industry clients in a range of professional contexts for **'Visual Communications'** module<br>• Sign-posting to extra-curricular activity and student societies and encouraging students to apply for voluntary and part-time work. | • **Optional placement (sandwich) year** within industry, commencing at the end of level 5<br>• **'Creative Industries'** module to support work placements, mentorship schemes and networking activities. | • Requirement to produce a personal and professional action plan during **'Enterprising Futures'** to increase industry engagement through further placement and/or mentorship activities. |
| **7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.** | A programme of extracurricular employability seminars and workshops will run alongside the degree programme. This will make use of the excellent activities, workshops and enterprise support offered by Student Enterprise team. The program will also make use of the School's partnership with IPSE (Self-Employed & Freelancer Association), which offers a number of training sessions for students in affiliated institutions.<br><br>**This programme may include:**<br>• Discipline specific guest speakers from commerce, industry and practice<br>• Professional body input<br>• Developing professional networks and job hunting skills training<br>• CV development and interview skills training<br>• Student 'profile' development through engaging in competitions and collaborations<br>• Support for free-lancing /self-employment issues such as setting up as self-employed, contracts, insurance, accounts, etc.<br><br>**Additionally Students are advised and directed to relevant central University support services such as:**<br>• Study Skills (Learning Resources and Study Skills, Library)<br>• Basic numeracy and English Skills (Learning Resources and Study Skills, Library)<br><br>**Communication of opportunities for extra-curricular skills development will be through:**<br>• VLE<br>• Personal Tutoring schemes / Student Support<br>• Announcements in lectures and seminars (coordinated team communication approach for academic staff)<br>• Posters and various student led societies.<br>• Staff-student committee | | |
| **8 Supporting the development of** | • Fostering a strong and supportive 'creative community' within the student | • Encouraging on-going engagement with professional mentors developed | • Personal tutorial support exploring opportunities for postgraduate study |

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| **the skills and attitudes as a basis for continuing professional development.** | cohort through regular intervention and collaboration with the course team. Inspiring students to be self-motivated and ambitious is central to all course related activities.<br>• Encouraging involvement in course-related activities to develop transferable skills and enhance professional experience i.e. open days, interview days, student ambassador roles and mentorship activities.<br>• Encouragement of industry engagement throughout all stages of study, promoted through lectures, workshops and personal / individual / group tutorials.<br>• Professional industry contact<br>• Employability Service | through the **'Creative Industries** module.<br>• Encouraging the outcomes for extra-curricular personal projects and professional ventures to contribute towards module activities, exhibitions and / or student showcases.<br>• Development of professional and transferable skills - especially in communication and presentation - through engagement with fashion weeks, commissions, competitions and other extra-curricular activities.<br>• Continuing to motivate and inspire students through course-related activities to be ambitious, take risks and seek out opportunities relating to their individual interests. | and on-going professional mentorship opportunities.<br>• Developing individual PPD strategies in specialist areas of practice relating to personal career ambitions, specifically during **'Enterprising Futures'** module.<br>• Support in producing an individual portfolio relating to personal career ambitions, including professional 'portfolio review' opportunities<br>• Opportunities for collaboration both internally and externally for practical projects with high levels of practitioner input.<br>• Final exhibition showcase |
| **9 Other approaches to personal development planning.** | • Alumni engagement (ACI)<br>• Lecturers exemplar of best practice<br>• Industry speakers<br>• Professional bodies<br>• Opportunities to take part in activities around course promotion and student recruitment (interview / open days).<br>• Opportunities to participate in student-staff liaison group activities and apply for student ambassador / mentorship roles. | | |
| **10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based** | • Support work involving the critical reflection / evaluation of research and production materials usually in the form of a workbook<br>• Group tutorials / 'Learning Team' records for practice-based project work | • Support work involving the critical reflection / evaluation of research and production materials usually in the form of a workbook.<br>• Group tutorials /'Learning Teams' records for practice-based project work. | • Support work involving the critical reflection / evaluation of research and production materials usually in the form of a workbook.<br>• Student PPD report included in **'Enterprising Futures'** |

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| **learning log or diary.** | • Individual / Personal tutorial records<br>• Feedback tutorial records to discuss strengths and development opportunities<br>• Written reports / essays<br>• Module evaluations | • Written reports / essays / blogs<br>• Module evaluations<br>• Supervised production team meeting reports<br>• Individual / Personal tutorial reports<br>• Feedback tutorial records to discuss strengths and development opportunities<br>• 'Work in Progress' showcases / exhibitions<br>• Module evaluations | • Reflective writing and the production of individual strategies and 'action plans'<br>• Individual / Personal tutorial records.<br>• Group tutorials / 'Learning Teams' records for practice-based project work.<br>• Supervised production team meeting reports<br>• Feedback tutorial records to discuss strengths and development opportunities<br>• Portfolio reviews by industry professionals<br>• Final exhibition / showcase<br>• Module evaluations |

**Appendix D: Terminology**

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| **awarding body** | a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees |
| **bursary** | a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship' |
| **collaborative provision** | a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former |
| **compulsory module** | a module that students are required to take |
| **contact hours** | the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials |
| **coursework** | student work that contributes towards the final result but is not assessed by written examination |

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| **current students** | students enrolled on a course who have not yet completed their studies or been awarded their qualification |
| **delivery organisation** | an organisation that delivers learning opportunities on behalf of a degree-awarding body |
| **distance-learning course** | a course of study that does not involve face-to-face contact between students and tutors |
| **extracurricular** | activities undertaken by students outside their studies |
| **feedback (on assessment)** | advice to students following their completion of a piece of assessed or examined work |
| **formative assessment** | a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students |

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| **higher education provider** | organisations that deliver higher education |
| **independent learning** | learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, |
| **intensity of study** | the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to |
| **lecture** | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials |
| **learning zone** | a flexible student space that supports independent and social earning |
| **learning team** | a form of group tutorial that can be tutor or peer led to aid the exchange of ideas and the development of creative concepts |
| **live brief** | a brief for an industry client usually involving specific deadlines |
| **material information** | information students need to make an informed decision, such as about what and where to study |
| **mode of study** | different ways of studying, such as full-time, part-time, e-learning or work-based learning |
| **modular course** | a course delivered using modules |
| **module** | a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules |
| **national teaching fellowship** | a national award for individuals who have made an outstanding impact on student learning and the teaching profession |
| **optional module** | a module or course unit that students choose to take |
| **professional body** | an organisation that oversees the activities of a particular profession and represents the interests of its members |
| **prospective student** | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider |

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| **regulated course** | a course that is regulated by a regulatory body |
| **regulatory body** | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities |
| **scholarship** | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary' |
| **semester** | either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms) |
| **seminar** | seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture |
| **summative assessment** | formal assessment of students' work, contributing to the final result |
| **term** | any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters) |
| **total study time** | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment |
| **tutorial** | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project |
| **work/study placement** | a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course |
| **workload** | see 'total study time' |
| **written examination** | a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions |