

## Course Specification

<b>A. Course Information</b>				
<b>Final award title(s)</b>	BA (Hons) Fashion Communication			
<b>Intermediate exit award title(s)</b>	Certificate of Higher Education in Fashion Communication Diploma in Higher Education in Fashion Communication			
<b>UCAS Code</b>		<b>Course Code(s)</b>	5775 – 3 years 5776 – 4 years	
<b>Awarding Institution</b>	London South Bank University			
<b>School</b>	<input type="checkbox"/> ASC <input checked="" type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS			
<b>Division</b>	Creative Technologies			
<b>Course Director</b>	Dr. Mirsini Trigoni			
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: <i>please specify</i>			
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	Full time	3 years	September	July
	Full time with placement/ sandwich year	4 years	September	July
	Part time	N/A		
	Part time with Placement/ sandwich year	N/A		
<b>Is this course suitable for visa sponsored students ?</b>	Yes			
<b>Approval dates:</b>	Course(s) validation date	August 2021		
	Course Review date	August 2026		
	Course specification last updated and signed off	September 2022		
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	None			
<b>Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)</b>	N/A			

<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements Art and Design (2019) Competitions and Markets Authority SEEC Level Descriptors 2021 OfS Guidance
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<ul style="list-style-type: none"> <li>❖ Provides a broad-based course of study in Fashion Communication, with a high degree of practitioner input, to ensure exposure to current industry conventions and practices</li> <li>❖ Enables students to specialise in an area of industry practice at levels 5 and 6, relating to their personal career ambitions</li> <li>❖ Supports students in the development of a distinctive and industry-ready portfolio of work</li> <li>❖ Nurtures creativity through experiential learning in a variety of industry-facing and live project briefs</li> <li>❖ Fosters interdisciplinary collaborations within the School, offering students opportunities to build robust professional networks</li> <li>❖ Affords students the opportunity to develop their creative skills as well as their business acumen, enterprise and entrepreneurial skills</li> <li>❖ Encourages and supports entrepreneurial activity throughout the course, integrated within University-wide employability agenda</li> <li>❖ The University's central location gives students access to relevant industry partners and practitioners 'on their doorstep'</li> <li>❖ Offers the opportunity to take a 'sandwich' year in industry between Levels 5 and 6.</li> </ul>	
<b>Course Aims</b>	<p>BA (Hons) Fashion Communication aims to:</p> <ol style="list-style-type: none"> <li>1. Provide an in-depth understanding of key critical, social, cultural, historical, ethical and commercial concepts which directly impact the Fashion sector</li> <li>2. Develop knowledge and understanding, intellectual and practical skills around concepts, principles, and developments relevant to the Fashion industry</li> <li>3. Develop the skills to communicate concepts effectively through visual, written, and oral means</li> <li>4. Develop academically confident graduates, equipped for a variety of future careers with national and international perspectives</li> <li>5. Enhance employability by embedding professional and academic skills development throughout the course; by providing opportunities for industry engagement through live projects, placements, internships and networking</li> </ol>	

	<ol style="list-style-type: none"> <li>6. Deliver a future-fit curriculum, flexible and responsive to the emerging needs of the fashion sector</li> <li>7. Provide career support and maximise opportunities for engagement with industry through live projects, placements, internships and networking</li> <li>8. Prepare students for lifelong learning within the world of work or post-graduate study</li> </ol>
<p><b>Course Learning Outcomes</b></p>	<ol style="list-style-type: none"> <li>a) Students will have knowledge and understanding of: <ol style="list-style-type: none"> <li>A4.1 - Identify key areas of practice relating to fashion communication and locate those practices within a broader industry context</li> <li>A4.2 - Identify how to use research insights to develop ideas and realise creative concepts</li> <li>A4.3 - Develop creative concepts through appropriate research, testing and experimentation using a range of visual media appropriate to the project brief</li> <li>A5.1 - Identify consumer or audience habits and behaviours and determine appropriate strategies to engage with them effectively</li> <li>A5.2 - Produce appropriate creative solutions in response to a design brief</li> <li>A5.3 - Investigate key innovation, sustainability, supply chain and manufacturing processes and ethical awareness practices within the fashion industry</li> <li>A5.4 – Develop a broader understanding of the range of opportunities available within the Creative Industries in relation to your area of study</li> <li>A5.5 – Demonstrate knowledge of contemporary marketing concepts and principles and their application in practical settings</li> <li>A6.1 - Provide an understanding of international fashion marketing communications and strategies adopted by global fashion brands</li> <li>A6.2 - Demonstrate clear knowledge and understanding of contemporary issues, principles and debates and their application to a specific area of professional practice</li> <li>A6.3 - Recognise interdisciplinary opportunities between fashion, architecture, art, design and technology</li> <li>A6.4 - Identify target markets and develop a product or collection that demonstrably meets its needs</li> <li>A6.5 - Demonstrate knowledge and understanding of key practices, principles and debates in fashion promotion and their professional application in a range of theoretical, practical, historical, ethical and/or cultural contexts</li> </ol> </li> <li>b) Students will develop their intellectual skills such that they are able to: <ol style="list-style-type: none"> <li>B4.1 - Carry out independent enquiry, and demonstrate the ability to be reflective and capable of proposing effective solutions to a given problem</li> <li>B4.2 - Generate concepts and ideas through research and experimentation and communicate them through a range of media</li> <li>B4.3 - Identify, analyse and evaluate information to make appropriate judgements and form reasoned arguments</li> </ol> </li> </ol>

	<p>B5.1 - Develop an understanding of the many variables that, through complex interaction, stimulate and influence consumer behaviour</p> <p>B5.2 - Develop a pro-active attitude to learning in order to maintain ongoing academic and professional development</p> <p>B5.3 - Analyse the role of advertising planning in the brand building process and gather and interpret relevant data to form well-reasoned arguments relating to marketing issues</p> <p>B5.4 - Identify and analyse trends and opportunities in contemporary and emerging cross-platform media production and distribution</p> <p>B6.1 - Learn to think 'outside of the box' and take calculated risks with new concepts and ideas</p> <p>B6.2 - Reflect on one's own practice, or the practice of others, and critically evaluate and defend decisions and outcomes</p> <p>B6.3 - Fully appreciate the issues, controversies and responsibilities that go along producing various forms of content for a global audience</p> <p>B6.4 - Demonstrate a critical understanding of the current debates connected with marketing and advertising in web-based media and communications</p> <p>B6.5 - Carry out sustained independent enquiry, demonstrating an ability to be imaginative, analytical and reflective and to develop self-reliance, critical judgements and coherent evidence-based research</p> <p>B6.6 - Identify and define an area of investigation and frame an appropriate research question</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C4.1 - Demonstrate a practical approach to realising a body of work to meet the requirements of a project brief</p> <p>C4.2 - Devise creative and innovative promotional and communication concepts based on the requirements of a specific brief, client or audience</p> <p>C4.3 - Demonstrate technical proficiency in the production of creative work using a range of visual and written communication</p> <p>C5.1 - Communicate persuasively in writing and in person to deliver a rational and motivating message</p> <p>C5.2 - Apply skills, competencies, and concepts relevant to your subject area to a practical work-based environment or commercial enterprise</p> <p>C5.3 - Demonstrate awareness of practical considerations relating to innovation and sustainability within the fashion supply chain</p> <p>C5.4 - Demonstrate the technical aptitude to produce creative work using a range of digital media devices and software</p> <p>C6.1 - Produce industry-standard documentation which is appropriately researched and referenced</p> <p>C6.2 - Produce distinctive and creative work relating to personal career ambitions</p> <p>C6.3 - Effectively demonstrate how to measure the added value or potential added commercial value of an advertising campaign to a client</p> <p>C6.4 - Demonstrate proficiency in the production of written or practical project work</p>
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	<p>C6.5 - Demonstrate the ability to formulate a sustained piece of academic writing using appropriate academic conventions supported by original or sourced visual materials</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D4.1 - Communicate ideas clearly and accurately using structured and coherent arguments</p> <p>D4.2 - Demonstrate independent time management and organisation skills to meet project deadlines</p> <p>D4.3 - Demonstrate a wider understanding of a range of career paths within the creative industries</p> <p>D5.1 - Operate effectively within a variety of work environments utilising the appropriate interpersonal communication skills, depending on the situation</p> <p>D5.2 - Present ideas effectively, persuasively and creatively in a professional manner</p> <p>D5.3 - Demonstrating creative and strategic marketing skills</p> <p>D5.4 - Demonstrate skills in self-directed learning including the ability to evaluate interim feedback in an effective and timely manner</p> <p>D6.1 - Develop the self-reflective and self-management skills that engender flexibility, resilience, and the responsibility to appropriately plan, organise and manage time</p> <p>D6.2 - Understand the implications of emerging technology on the future of fashion communications and consumer experiences</p> <p>D6.3 - Communicate effectively through appropriate professional and interpersonal skills</p> <p>D6.4 - Demonstrate problem solving skills within a group and individually</p> <p>D6.5 - Produce effective and articulate written / written and visual communications using media appropriate to a specific audience.</p>
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### **C. Teaching and Learning Strategy**

**(A) The acquisition of knowledge and understanding will be delivered through a variety of strategies.**

#### **In-class Theory and Practice**

- 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.
- Interactive 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.
- Seminars and workshop sessions promote dialogue and debate and offer a participative platform for the exploration of theory and practice, and their interconnections.
- An integrated formative and summative assessment and feedback process is a key component to a student's independent acquisition of knowledge and understanding in every module on this course.

#### **Self-managed learning**

Self-managed learning activities to supplement and consolidate classroom based activity 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, review of key topics and examination preparation where appropriate. Many of these activities are supported in the virtual learning environment (VLE).

### **In-class Practical Skills Delivery**

Practical skills are delivered predominantly in taught sessions. Processes, techniques and technologies are demonstrated during lectures and workshops and are then applied, developed and/or evaluated during seminars, tutorials and critiques to reinforce learning. Key practical skills are embedded in module delivery and built throughout each level to evaluate progressive development. As students move through the course there is a shift towards the practical application of skills in more professional contexts and a greater emphasis on enterprise and entrepreneurship.

### **Self-managed learning**

Students are required to apply practical skills taught in class to meet the requirements of project briefs on both an individual and group basis.

**(B) The development of intellectual skills will be delivered via a structured and progressive strategy of support, delivered over the length of the programme.**

### **In-class**

Seminars, workshops and tutorials encourage students to develop in this area with the application of knowledge to project based learning. In-class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate logical arguments. Creativity, critical thinking, analysis and problem solving skills are central to practical project-based work. Tutorials encourage students to be accepting and open minded to new ideas and divergent ways of thinking.

### **Self-managed learning**

Self-managed learning activities support in-class learning, and include the development of practical projects through independent research and ideas generation, reading and critique of academic journals and, especially at Level 6, their application to problem based exercises and peer debate. Links to core resources and journals will be available via the VLE and through the library.

**(C) Transferable skills development is embedded within all modules through an integrated teaching and learning strategy.**

### **In-class**

Transferable skills are developed throughout seminars and workshops, using small group discussions, student led presentations, exercises and case studies.

Group work and in-class presentations promote inclusivity, active participation and effective communication skills. Learning teams are both tutor and student led to encourage appropriate and effective communication styles in a professional context and lectures evaluate the successful use of verbal and non-verbal presentation styles, particularly in relation to pitching to clients and planning high-impact presentations.

### **Self-managed learning**

Reflective practice and work planning are skills expected to be developed out of class hours. Practical project briefs require students to meet a range of practical deadlines to encourage the development of skills in organisation and management. Learning teams assist students in developing their planning processes and are useful in monitoring individual progress.

## **D. Assessment**

### **Formative Assessment**

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of the teaching and learning strategy throughout the course to ensure students engage in a process of continuous learning.

Formative feedback is given at strategic points in the module by tutors and student peers. Specialist practice-based modules in fashion promotion regularly provide formative feedback in the form of group and/or individual 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.

In-class testing with peer marking and feedback is a key formative assessment method used early on in the programme's marketing modules.

Participation in class activities, presentations, group debates, peer learning, tutorials and learning teams can provide formative feedback to both staff and students as to the development of key intellectual skills.

For practice-based modules students will review their project work with tutors and peers during tutorials, learning teams and critiques. Modules with more of a marketing / business focus will incorporate formative assessment via in-class tests, observation, peer review and debate.

### **Summative Assessment**

Summative assessment is given following the culmination of each module to indicate the level at which each learning outcome has been met.

Modes of assessment vary and aim to compliment the most current industry practices relating to core areas of practice. Often more than one mode of assessment will be required to ensure that students are able to demonstrate each learning outcome for the module.

Intellectual and research skills are mainly assessed through coursework at all levels of study. As students' progress through the course, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, refine intellectual skills, seek out and synthesise more widely diverse sources of information and approach their work in a more evaluative manner.

Summative assessment can include in-class multiple choice tests, and short answer tests, individual reports and individual or group presentation / pitches. These have specific relevance to marketing modules. Coursework for assessment may also include supporting research materials, essays, reports, development materials and / or written evaluations to demonstrate relevant module learning outcomes.

Peer and staff reviews on a variety of in-class activities can provide formative feedback to students on the development of their transferable skills. This will allow staff to reflect on student performance and feed forward into future delivery.

Transferable skills are assessed within appropriate modules through a variety of assessment criteria around self-reflection, personal and professional development creative concept development and realisation, support work required to evidence project management and organization, group work, self-evaluations, pitching and presentations.

## **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

## F. Entry Requirements

- A Level BCC; **104 UCAS points**
- BTEC Extended Diploma MMM; **96 UCAS points**
- Access to HE qualifications with 9 Distinctions 36 Merits; **96 UCAS points**
- Equivalent level 3 qualifications worth **104 UCAS points**
- Applicants must hold 5 GCSEs at grade C or above, including Maths and English or equivalent e.g. Level 2 Functional Skills qualification
  
- 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 qualification.
  
- Mature applicants with relevant work experience are encouraged to apply.
  
- Applicants from non-traditional education backgrounds are also encouraged to apply.
  
- All applicants are encouraged to assemble a creative portfolio of work which may be called upon for further discussion during the application process, to secure a place on the course.

## G. Course structure(s)

### Course overview

The course is structured around 360 credit points (120 per year for 3 years) with modules of 20 and 40 credits. The course offers the option of a placement year between levels 5 and 6.

**BA (Hons) Fashion Communication – Full time**

**BA (Hons) Fashion Communication (with sandwich year) – Full Time**



	Semester 1		Semester 2	
<b>Level 4</b>	Fashion Promotion in Context (compulsory)	20	Visual Communication (compulsory)	20
	Fuelling Ideas (compulsory)	20	Fashion, Retail and Consumer Trends (compulsory)	20
	Fashion Tasters (compulsory)	20	Fashion Enterprise (compulsory)	20
<b>Level 5</b>	Consumer Behaviour (compulsory)	20	Creative Marketing for Fashion (compulsory)	20
	Fashion Editorial and Advertising Photography (compulsory)	20	Audiences of the Future * (compulsory)	20
	Innovation in Digital Design (optional)	20	Employability & Enterprise (compulsory)	20
	Fashion Supply Chain and Sustainability (optional)	20		
	Fashion Events and Promotion (optional)	20		
<b>Level 6</b>	Creative Research Project Proposal (compulsory)	20	Major Project Portfolio (compulsory)	40
	Future Fashion (compulsory)	20		
	International Fashion Marketing (optional)	20	E-Commerce and Digital Marketing (optional)	20
	Fashion & Product Development (optional)	20	Global Fashion Brand Platforms (optional)	20
	Innovation in Visual Thinking (optional)	20	Narrative Spaces (optional)	20

\* Shared with BA (Hons) Media Production

### Placements information

Students can arrange an industry placement during the Employability & Enterprise module at Level 5.

Students registered on BA (Hons) Fashion Communication (with placement/sandwich year) will undertake a year in the industry between Levels 5 and 6.

### H. Course Modules

#### Optional Modules

Optional modules are only closed in exceptional circumstances, for example staff sabbaticals, or if there is not sufficient demand for a particular module. Students will be notified and guided by the course director to alternative choices.

Module Code	Module Title	Year	Sem	Credit value	Assessment
CIN_4_FPC	Fashion Promotion in Context	4	1	20	CW1: Essay: 100%

CIN_4_FID	Fuelling Idea	4	1	20	CW1: Practical Portfolio: 100%
New Code	Fashion Tasters	4	1	20	CW1: Practical Portfolio: 100%
CIN_4_VCO	Visual Communication	4	2	20	CW1: Practical Portfolio: 100%
New Code	Fashion, Retail and Consumer Trends	4	2	20	CW1: Written Report: 100%
New Code	Fashion Enterprise	4	2	20	CW1: Practical Portfolio: 100%
New Code	Consumer Behaviour (C)	5	1	20	CW1: Written Report: 100%
CIN_5_IDD	Innovation in Digital Design (O)	5	1	20	CW1: Practical Portfolio: 100%
AME_5_FEA	Fashion Editorial and Advertising Photography (C)	5	1	20	CW1: Practical Portfolio: 100%
New Code	Fashion Supply Chain and Sustainability (O)	5	1	20	CW1: Practical Portfolio: 100%
New Code	Creative Marketing for Fashion (C)	5	2	20	CW1: Practical Portfolio: 100%
CRT_5_AOF	Audiences of the Future (C)	5	2	20	CW1: Essay: 100%
CIN_5_FEP	Fashion Events and Promotion (O)	5	1	20	CW1: Written Report: 100%
CIN_5_WPC	Employability & Enterprise (C)	5	2	20	CW1: Presentation: 100%
New Code	Creative Research Project Proposal (C)	6	1	20	CW1: Written Research Proposal 100%
CIN_6_FFN	Future Fashion (C)	6	1	20	CW1: Practical Portfolio: 100%
CIN_6_IFM	International Fashion Marketing (O)	6	1	20	CW1: Written Report: 100%
New Code	Fashion & Product Development (O)	6	1	20	CW1: Practical Portfolio: 80% CW2: Presentation: 20%
New Code	Innovation in Visual Thinking (O)	6	1	20	CW1: Essay: 100%
CIN_6_MPP	Major Project Portfolio (C)	6	2	40	CW1: Practical Portfolio: 80% CW2: Workbook: 20%
New Code	E-Commerce and Digital Marketing (O)	6	2	20	CW1: Practical Portfolio: 100%
New Code	Global Fashion Brand Platforms	6	2	20	CW1: Practical Portfolio: 100%
New Code	Narrative Spaces (O)	6	2	20	CW1: Practical Portfolio: 100%

### I. Timetable information

Timetables are an extremely complex element of university administration. We endeavour to communicate final versions of timetables to students as soon as they are available. For new students, Induction is the point at which timetables are disseminated and for returning students, the beginning of September. In general, students are expected to be in classes across 3 days of the week with the remainder set aside for independent study. Wherever possible we do not teach on a Wednesday

afternoon, allowing students time to participate in sports and cultural activities. Where in the rare instance changes to the timetable occur in session, the VLE (Moodle) will be used to alert students.

## **J. Costs and financial support**

### **Course related costs**

In addition to tuition fees, there are several items that students are expected to purchase for studying the degree. These particularly centre on materials for the practical modules and include sketch pads, pencils, note books and a portfolio. Students can also attain their own copy of Adobe Creative Suite at a reduced annual fee. PCs and Macs area available on campus for independent study, but if possible students are encouraged to bring their own laptop.

### **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: 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.

Level 4 Modules			A4	A4	A4		B4	B4	B4		C4	C4	C4		D4	D4	D4	
Level	Title	Code	.1	.2	.3		.1	.2	.3		.1	.2	.3		.1	.2	.3	
4	Fashion Promotion in Context - (Adapted)	CIN_4_FPC	tda				tda								tda			
4	Fuelling Ideas - (Adapted)	CIN_4_FID		tda				tda					tda			tda		
4	Fashion Tasters - (New)	New Code	tda				tda				tda						tda	
4	Visual Communication - (Adapted)	CIN_4_VCO			tda		tda					tda				tda		
4	Fashion, Retail and Consumer Trends - (Adapted)	New Code	tda						tda				tda			tda		
4	Fashion Enterprise - (New)	New Code	tda								tda				tda			

Level 5 Modules			A5	A5	A5	A5	A5	B5	B5	B5	B5	C5	C5	C5	C5	D5	D5	D5	D5.
Level	Title	Code	.1	.2	.3	.4	.5	.1	.2	.3	.4	.1	.2	.3	.4	.1	.2	.3	4
5	Consumer Behaviour - (New)	New Code	tda					tda									tda		
5	Innovation in Digital Design - (Adapted)	CIN_5_IDD		tda				tda							tda				tda
5	Fashion Editorial and Advertising Photography - (Adapted)	AME_5_FEA				tda		tda							tda		tda		
5	Fashion Supply Chain and Sustainability - (Adapted)	New Code			tda									tda			tda		
5	Creative Marketing for Fashion (New)	New Code					tda			tda		tda						tda	
5	Audiences of the Future - (Adapted)	CRT_5_AOF	tda								tda								tda
5	Fashion Events and Promotion - (Adapted)	CIN_5_FEP		tda											tda		tda		
5	Employability & Enterprise - (Adapted)	CIN_5_WPC				tda			tda				tda			tda			

Level 6 Modules			A6	A6	A6	A6	A6	B6	B6	B6	B6	B6	B6	C6	C6	C6	C6	C6	D6	D6	D6	D6	D6
Level	Title	Code	.1	.2	.3	.4	.5	.1	.2	.3	.4	.5	.6	.1	.2	.3	.4	.5	.1	.2	.3	.4	.5
6	Creative Research Project Proposal- (Adapted)	New Code					tda						tda	tda					tda				tda
6	Future Fashion - (Adapted)	CIN_6_FFN			tda			tda													tda		
6	International Fashion Marketing - (Adapted)	CIN_6_IFM	tda							tda					tda								
6	Fashion & Product Development - (Adapted)	New Code				tda			tda														tda
6	Innovation in Visual Thinking - (Adapted)	New Code		tda					tda										tda				tda
6	Major Project Portfolio - (Adapted)	CIN_6_MPP		tda					tda						tda					tda			
6	E-Commerce and Digital Marketing - (Adapted)	New Code		tda							tda						tda						tda
6	Global Fashion Brand Platforms- (Adapted)	New Code	tda							tda					tda								tda
6	Narrative Spaces - (New)	New Code			tda													tda			tda		

## Appendix B: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	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
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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