Course Handbook
BA (Hons) Fashion Promotion
2017-18
Sally Neale (Acting Course Leader)
School of Art, Design and Fashion

Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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Welcome to the course

The Fashion Promotion staff would like to welcome you to the School of Art, Design and Fashion and hope your study here will be enjoyable and productive.

The fashion area has an esteemed reputation gained over many years, both within the fashion and fashion promotion industry and in educational establishments. We have built strong links with all aspects of the fashion industry, which now provides us, and eventually you, with some excellent opportunities for placements, live projects and career prospects. This can only continue and prosper with your commitment to the course and reaching your full potential.

The purpose of this handbook is to give you all the information you require regarding your programme of study. If there is anything not covered in the handbook, which you would like information on please do not hesitate to ask. This is your programme of study and it is important that you understand the ins and outs of the course in order to make your learning a successful experience.

You will come across educational jargon throughout this document but we will try to clarify meanings wherever we can. We will explain what we mean by aims and learning outcomes in the relevant section and it is important that you get to grips with the meaning and use of these two terms as they are of vital importance throughout your programme of study and in a way they are what your whole course is based on.

We have also included matrix charts to help you map skills progression and learning outcomes.

Finally enjoy your time on the course, be proud to be a student here and always ask us about anything you are worried about or would like help with. We look forward to supporting you throughout this exciting time in your life.

Sally Neale (Acting Course Leader)

Course Leader

BA (Hons) Fashion Promotion

1.1 Rationale, aims and learning outcomes of the course

On successful completion of this course you will graduate with a BA (Hons) Fashion Promotion or, if you choose to undertake a sandwich placement and successfully complete a year out in industry, you will graduate with a BA (Hons) Fashion Promotion (with sandwich).

When we created your course, we began by considering a number of things:

- what knowledge and skills you are likely to have at the beginning of your course
- what knowledge and skills will be expected by the employers when you begin your career
- the range of expertise and professional experience of your tutors
- what standards are required for the various awards that we offer (the ‘Framework for Higher Education’)
- what is generally expected to form a significant part of the curriculum of a course of this title (the ‘National Subject Benchmark’ statements)
In the above we were informed by our experience, both as educators and practitioners, and by external reference points. Once we considered these key points, we blocked the responses into a number of modules, each with Aims and Learning Outcomes. You can think of Aims and Learning Outcomes as the ‘DNA’ that ultimately shapes the form and content of your degree.

The overarching aims of your course are:

- To provide a broad programme of study of the Fashion industry
- To facilitate the acquisition of knowledge understanding and skills in fashion promotion, communication, marketing, styling and brand
- To collaborate with industry and engage the community to engender dynamic professionalism and strong career pathways for students
- To offer a student centred course with a choice of pathways and options
- To have a future focus of innovation, creativity and social trends
- To foster a theoretical context and underpinning of creative ideas through critical and cultural studies
- To develop social skills, personal attributes and employability skills
- To provide a range of work placed learning and opportunity for a sandwich year in industry.

The Learning Outcomes of your course are to:

A1. Define and describe a basic promotional structure/marketing model and identify appropriate solutions for a target audience

A2. Recognise a range of research bases and methodologies

A3. Select, justify and apply professional methods of presentation and layout to a standard required in professional practice presentation

A4. Analyse and implement a wide range of research sources and methodologies

A5. Demonstrate knowledge of market influences and identify the requirements of external bodies

A6. Apply diagnostic and creative skills and exercise judgement in the analysis of research

A7. Illustrate in depth knowledge of market levels and customer profiling

A8. Demonstrate expertise of marketing and promotional activities

A9. Demonstrate a thorough knowledge of contemporary fashion issues

A10. Apply critical and theoretical approaches to creative practice

A11. Identify, evaluate and critically analyse the theory and implications of likely fashion & textiles futures

A12. Define the processes of the fashion industry within the context of a business activity.

B1. Develop, demonstrate and express creativity within a promotional context

B2. Demonstrate and apply an awareness of trend, colour, CAD, digital photography & styling concepts
B3. Analyse and evaluate photographic/film outputs

B4. Demonstrate a professional approach to colour, trend, CAD and graphic solutions

B5. Demonstrate a professional level of computer competence in relation to graphic solutions (L5)

B6. Utilise practical skills, theoretical knowledge, and professionalism to plan, coordinate and organise a successful fashion show production

B7. Integrate trends, insights and industry climates

B8. Integrate the appropriate IT solution at an advanced level in communication material

C1. Analyse research information and develop investigative strategies

C2. Reflect on practice and experience, to facilitate personal development

C3. Analyse and evaluate the designer collections

C4. Select, justify and apply appropriate creative solutions in response to industry requirements

C5. Apply imaginative and creative solutions to a range of specific problems

C6. Analyse consumer behaviour and attitudes and what resonates

C7. Identify, evaluate and critically analyse the theory and implications of likely fashion & textiles futures

C8. Solve complex problems and provide adequate creative/innovative solutions

C9. Demonstrate original, innovative and imaginative responses within the constraints of commercial practice

C10. Apply creative thinking to a range of complex problems across a broad spectrum of promotional activity

C11. Analyse statistical information and numeracy in relation to project solutions

C12. Reflect and evaluate the industrial placement experiences in both a professional and educational setting

D1. Apply academic writing skills to a professional standard

D2. Demonstrate and apply basic technical and presentation skills

D3. Demonstrate time management skills

D4. Demonstrate team working skills

D5. Demonstrate professional practice skills and employability

D6. Display expertise and professionalism at all stages of production and presentation of the individuals work
D7. Apply a level of written expertise across a wide spectrum of academic and professional situations/solutions

1.2 Course Team

The course team consists of the academic and technical staff who contribute to your course. The academic staff take responsibility for the delivery of the content of your modules, but they also have other many roles including research, overseas development, marketing and publicity, etc.

Your course is also supported by a number of technicians who induct you into the workshops and the use of technical resources, demonstrate craft and technical processes and/or assist individual students with the production of work. They are a team of well-qualified individuals who assist students across a range of courses.

**Eve Astle:** emastle@uclan.ac.uk 01772 893188 Room VB313

**Dr Carole Hunt** chunt4@uclan.ac.uk 01772895184 Room VB323

**Deborah Johns:** Djohns1@uclan.ac.uk 01772 894795 Room VB311

**Hollie Reid** hreid1@uclan.ac.uk 01772 893188 Room VB313

**Sally Neale** sneale@uclan.ac.uk 01772 894795 Room VB311

**Paresh Parmar** pparmar@uclan.ac.uk 01772 893185 Room VB206

**Louise Smith:** ismith11@uclan.ac.uk 01772 893233 Room VB336

**Steve Brindle** spbrindle@uclan.ac.uk 01772 893369 Room VB058

**Nicola Palmer** njpalmer@uclan.ac.uk 01772 894260 Room VB318

**Samantha Grayer** sgrayer@uclan.ac.uk 01772 894260 Room VB318

**Alex Hurst** amhurst@uclan.ac.uk 01772 893183 Room VB317

**Soraya Lemsatef** s.lemsatef@uclan.ac.uk 01772 893183 Room VB317

**Melissa McQuhae** mmcquhae@uclan.ac.uk 01772 894795 Room VB311

**Amanda Odlin-Bates** aodlin@uclan.ac.uk 01772 893186 Room VB315

**Magdalena Massey:** Industrial Placement Tutor aplacement@uclan.ac.uk

**Kristin Richardson:** Industrial Placement Tutor aplacement@uclan.ac.uk

**Kalbir Cross:** Industrial Placement Tutor aplacement@uclan.ac.uk

**Jan Crane:** Programme Administrator jpcrane@uclan.ac.uk

**Dave Schofield:** Photographic Technician dhschofield@uclan.ac.uk

**Graham Symonds:** Fashion Computer Technician gsymonds@uclan.ac.uk

**Maria Murray:** Head of the School of Art, Design and Fashion (hereon referred to ‘the School’)

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**Note:** All contact details are correct as of the last update.
1.3 Expertise of staff

**Eve Astle:** Course Leader
Eve has worked in the Fashion Promotion area for over 12 years. Having gained both a degree in Fashion Promotion as well as a Masters Degree in Fashion & Lifestyle Promotion plus a Post Graduate Teaching Qualification, she is well placed to direct students at all levels on creative ideas, promotion strategies as well as other related areas that all feed into the promotion arena. Eve has co-run a successful online events stationery business selling high end premium invitations to the corporate and private events industry and regularly features in national magazines, blogs and showcases her work at national events and fairs. Expertise and interest focus on area such as paper art and laser cutting, social trend forecasting and consumer demographics. Eve also contributes and is a part of the school marketing team. The continued involvement and links to industry along with a hands on approach to promotion ensures an up to date and relevant range of expertise is on offer to students. All the Promotion team are engaged in networking and liaising with external companies that allow them to offer excellent insight into industry practice as well as the opportunity to pass these contacts on.

**Dr Carole Hunt:** Social and Cultural Researcher of Textiles and Clothing
BA (Hons) Textiles and Fashion, Ravensbourne College of Art and Design, MA Art History and Theory, UCLan, PGCE, UCLan, PhD, University of Leeds, Art, Philosophy and Material Culture.
Carole teaches on the Historical and Cultural Studies module. Her teaching reflects her interdisciplinary background and focuses on encouraging students to explore the relationship between creative practice, history and theory. Up until recently Carole was co-owner of the Lancashire and Cumbria based Vintage Styling Company: Itsy Bitsy Vintage. She continues to work for the company as an Associate Stylist. A combination of academic creative, business skills and knowledge allows for a broad perspective for teaching within the creative industries.
Carole’s current research concerns the psychological and social associations of textiles and clothing, and their relation to memory.

**Deborah Johns:**
Deborah teaches various modules across all years of the course. Deborah is a BA (Hons) Fashion Promotion graduate, who has since specialised in retail marketing and has experience in a variety of roles, including graphic design, styling, events management and PR. Deborah has worked in marketing for two major shopping malls, and created many highly successful campaigns.
Event management work has included planning a variety of events, including film premieres. Her commercial fashion styling work has featured on TV advertisements and in publications including Manchester Evening News.

**Hollie Reid:**
Hollie has a degree in Fashion Promotion and subsequently won the Graduate Fashion Week Barclay’s New Business Award for her graduating campaign. Having experience in running her own menswear accessory brand, featured in Drapers, and working with one of
the top UK menswear and lifestyle blogs, Hollie has a wealth of experience to bring to her role here at the University of Central Lancashire. Hollie has three years of teaching experience and specialises in areas such as: CAD, branding, social media and blogging.

*Sally Neale:*
Sally graduated from the University of Central Lancashire with a BA (Hons) in Fashion Promotion in 2006. After two years of travelling she began working as a commercial, food and interior stylist for companies whose clients included Marks and Spencer, Jeff Banks, and Littlewoods.

After gaining valuable experience in this area Sally became a freelance stylist focusing her attention mainly on the interior and jewellery market. This included various projects designing layouts and working closely with photographers. Her client base included companies such as Tesco and JD Williams. Sally then went on to further her knowledge and gain different experiences in the fashion industry in London working with companies such as Burberry and Wella. This led to great insight into the expertise and skill sets required to forge a successful career at the top end of the fashion industry. This mix and depth of differing experiences provides an excellent breadth of knowledge particularly relevant to the creative and dynamic variety of the Fashion Promotion course.

*Paresh Parmar:*
Paresh holds a first Class BA (Hons) in Fashion Promotion and a Distinction on MA Lifestyle Promotion.

Outside University Paresh has a high level of practice within the field of online and digital development. As a practising developer, Paresh developed his own company within the field of online development since his placement year at university.

The sites developed/hosted and awarded boasts mature relationships with numerous airlines, PLCs and includes companies list in the FTSE 100.

Specialist areas of development include the creation, roll-out and support of bespoke online solutions for many clients. Projects have been designed to improve organisational communications and streamline the roles of administration personnel leading to significant cost savings, improved efficiencies and morale within many of his clients.

With the digital world is evolving fast and can be a little tricky at times to keep abreast of, but Paresh has managed to keep a handle on the newest developments keeping him at the forefront of this rapidly developing and expanding industry. This means you'll benefit from the very best innovations.

In addition Paresh is on the board of Directors for HIVsport. HIVsport promote sexual health and wellbeing in sport and work in partnership with professional sporting associations, such as the Education Sports Forum, Football Association, Professional Footballers Association, League Managers Association and FIFAPro. HIVsport umbrella HIV and sexual health organisation as well as the media, medical and corporate bodies.

*Louise Smith:*
Louise is a graduate from the University of Central Lancashire in BA (Hons) Fashion and Brand Promotion with Marketing and has a Postgraduate Master’s Degree in MA Fashion and Lifestyle Promotion.

Before joining the Fashion Promotion team, Louise worked as a Senior Visual Merchandising for two of the biggest Department Stores on the UK high street.

Louise has built up numerous contacts over the years, which has allowed her to continue Visual Merchandising on a freelance basis outside of University. She works primarily for small independent boutiques and salons. Louise also has experience in Retail Fashion

Steve Brindle:
Steve comes from a successful background of over 12 years in clothing design and development. He brings with him first-hand knowledge in many areas of product development ranging from the earliest stages of conceptualisation, to product creation through to retail and marketing strategies. Steve’s specialism is where he began his career in fabric design and development. He has vast experience of working with fabrics, yarns, fabric finishes, dyeing, textile manufacturing processes, and has a great awareness of different fabrics’ characteristics. During his earlier career Steve’s main client was Nike in the Netherlands. Steve has personally launched and managed development projects, focused around both lifestyle and performance based clothing products. As Steve’s projects have been wide reaching, he possesses great knowledge of how to approach and manage projects successfully. Steve lived overseas between 2005 and 2008 working at Adidas AG, Germany and Reebok International, USA, experiencing diverse cultures and different working methods.

Nicola Palmer:
Nicola’s role includes teaching final year students and overseeing all processes and progress across all year groups. Prior to her position at the University of Central Lancashire, Nicola was working in a creative role within branding, marketing and visual image across a range of clients for creative agencies. In a senior position Nicola had full responsibility for the day to day management of numerous accounts delivering marketing and creative solutions to a wide range of both lifestyle and fashion clients. Working with varying budgets across a breadth of promotional campaigns, a large part of the output included deliverables in retail, lifestyle and property environments. Following the completion of a masters in Creative Imaging in 2007 Nicola went on to develop a career focussing more on visual image and impact. Whilst teaching at University Nicola has consulted for design agencies on generating new business and indeed run numerous successful projects and knowledge transfer activities. With an excellent network of industry contacts that have been integral not only to the continued evolvement of the subject but also with regards to maintaining opportunities for students to gain work experience this has allowed for exposure to as many facets of the industry as possible whilst studying the wider subject of Fashion Styling.

Samantha Grayer:
After graduating with a first class degree in Fashion Promotion with Styling, Samantha started her career within the fashion styling industry by moving to Paris to work, with internationally renowned creatives and predominantly for editorials featured in POP magazine. After this she continued her styling career in London, working for magazines such as Paris Vogue, Garage, another Man, POP and Purple. As well as the above Samantha worked on consulting for brands such as ACNE Studios, Aquascutum, Missoni and Rag & Bone. This included seasonal fashion shows at London, Milan and New York Fashion Weeks, campaigns and moving image. Samantha has strong international links within the industry as she continues her styling and consulting practice while lecturing.

Soraya Lemsatef:
Soraya brings skills from industry in Final Cut pro and In Design and works across years helping students to polish their CAD skills and ensuring they are industry ready with additional skills that enhance the learning.

**Alex Hurst:**
Alex brings a wealth of experience and practice based learning across all years. The addition of workshops in photography and post production editing allows for a further element to the students' knowledge and skills base.

**Amanda Odlin-Bates:**
Amanda is a senior lecturer and has been lecturing in Fashion Design at the University of Central Lancashire for over 19 years. Prior to taking up her teaching post she ran a successful fashion business based in Manchester’s Northern Quarter, during this time Amanda even had a young Matthew Williamson work with her company on his placement! Amanda also gained valuable experience working at a large company, Jaeger London. Academically Amanda has External Examiner experience and in 2009 developed the original concept for BA (Hons) Eastern Fashion Design, which has run over a number of years at our UCLan Burnley Campus. Amanda regularly produces fashion shows with many years' experience in show styling, running orders, music direction, model casting and choreography. Amanda also works on urban regeneration in the North West and her area of research is studying the shifting patterns within modest dress and concepts of ‘fusion’ in Pennine Lancashire.

**1.4 Academic Advisor**
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

**1.5 Administration details**
Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Computing and Technology Building
Art, Design and Fashion
Computing
Physical Sciences and Computing
Film, Media and Performance
Engineering
Journalism, Languages and Communication

Telephone: 01772 891994/891995
Email: CandTHub@uclan.ac.uk
1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Learn how to use remote access to your e-mail address so that you can check your UCLan emails from your home, or any other computer off-campus.

Staff will contact you as soon as they are able to do so and will usually respond to your emails within a reasonable time frame during work hours. You may find the information you need on Blackboard as well so it is important that you check and use this facility as well. You will find briefs, generic feedback, timetables and handouts in this course designated area which you can access at all times.

1.7 External Examiner

The External Examiner for this course is Sam Chandrasekara, Programme Leader for BA (Hons) Fashion Business and Management and teacher at L5 & L6 on BA (Hons) International Fashion Promotion at Manchester Metropolitan University.

2. Structure of the course

2.1 Overall structure

The standard length of this course, studied full time, is 3 years or 4 years with a sandwich placement. Part time study is available by negotiation with the course leader and will typically take 5 years of study. To achieve the Award of BA (Hons) Fashion Promotion requires 360 credits including a minimum of 220 at Level 5 or above with a minimum of 100 at Level 6 or above.

There is additionally a Foundation Year Entry route to the course, comprising one year of Level 3 study as a preparation for entry to Year 1 of this programme. For more information about the Learning Outcomes and modules studied, see the Programme Specification in Section 8.1 of this handbook.
Year 1 modules: BA (Hons) Fashion Promotion

SEMESTER 1

FP1010 CAD Module:
Weekly lectures covering Adobe Photoshop & Illustrator

FP1001 Introduction to Fashion Promotion module:
Brand definition; identity; consumer; What is a brand?
Markets
Consumer Demographics; ACCRN; Online consumer behaviour
Theory: Basic marketing information
Contemporary marketing principles; Marketing mix

FP1008 Introduction to Trend module:
Trend prediction; Colour theory; Colour psychology;
Colour in advertising; Creative media; Written assignment

SEMESTER 2

FP1007 Digital Imaging module:
Still / editorial photography; digital photography techniques;
How to create powerful fashion imagery for social/ commercial

FP1009 Introduction to Fashion Communication module:
News the line; Below the line/direct; Unconventional guerrilla marketing;
Visual communication skills; design and make promotional materials;
Fashion writing (publication)
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<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td><strong>FP2010 CAD Module:</strong></td>
<td><strong>FO2001 Critical &amp; Cultural Studies:</strong></td>
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<tr>
<td>One project outcome</td>
<td>Approx 2000 words,</td>
</tr>
<tr>
<td>Create a digital magazine or publication</td>
<td>Delivered by DR Camila Knight, leading to weekly tutorials.</td>
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<tr>
<td>[20 Crs]</td>
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<tr>
<td><strong>FP2009 Development of Fashion Communication module:</strong></td>
<td></td>
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<tr>
<td>3 project/Window(ens)</td>
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<tr>
<td>PR &amp; events management</td>
<td></td>
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<tr>
<td>Brand experiences/Themes</td>
<td></td>
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<tr>
<td>[20 Crs]</td>
<td></td>
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<tr>
<td><strong>FP2103 Preparation For Industry module:</strong></td>
<td><strong>FM2025 Fashion Enterprise module:</strong></td>
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<tr>
<td>Placement draft/CV, Cover letter, interviews</td>
<td>Micron branding/Branding by core practices</td>
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<tr>
<td>Creative CV etc</td>
<td>Globalisation/International trade/Brand</td>
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<tr>
<td>Industry day</td>
<td>Social responsibility/</td>
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<tr>
<td>[20 Crs]</td>
<td>Community relations/</td>
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<tr>
<td><strong>FP2005 Promotional Campaigns module:</strong></td>
<td></td>
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<tr>
<td>Create projects/Commercial/In Briefs</td>
<td><strong>FJ2002 Fashion Image module:</strong></td>
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<tr>
<td>Based on product development strategy</td>
<td>Developing retail image and</td>
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<td></td>
<td>accessing campaigns.</td>
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<td>[20 Crs]</td>
<td></td>
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<tr>
<td><strong>FJ2001 Referencing for Styling module:</strong></td>
<td></td>
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<tr>
<td>Create projects/With fashion on</td>
<td><strong>FJ3000 Placement module:</strong></td>
</tr>
<tr>
<td>Twistfrey/Brand strategies</td>
<td>Students must complete a minimum of 48 weeks</td>
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<tr>
<td>[20 Crs]</td>
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Placement Year module: BA (Hons) Fashion Promotion

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<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td><strong>FQ3000 Placement module:</strong></td>
<td></td>
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<tr>
<td>Students must complete a minimum of 48 weeks</td>
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<td>[20 Crs]</td>
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</table>
2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

The course is designed for you to be able to select a pathway after year 1 (Level 4). Depending on your strengths, interests, and ambitions you might choose either the Promotion or the Styling pathway. The course team will advise you and guide you in your choice of pathway. During the second year (Level 5) you will undertake a module FP 2103 Preparation for Industry when you will get the opportunity to apply for a number of industry placements across the broad spectrum of the fashion arena. In the third year (Level 6) you could work in industry for 48 weeks before returning to study in the final year. This industry placement experience is the equivalent to 6 modules and you must achieve a pass in these to achieve a BA (Hons) Fashion Promotion degree with Sandwich.

There is an exciting and broad range of placement companies that are already engaged with the Fashion area and our placements cover a vast range of areas. You are not expected to source placements alone the staff will support you and provide a wide range opportunities to cater to student’s personal interests and growing ambitions. Positions can be in the areas of PR, marketing, graphics, buying, journalism and styling in such companies as Beauty Seen PR, River Island, Top Man, Harper’s Bazaar, Sony PlayStation and Adidas to name but a few.
2.3 Course requirements

International applicants may not be able to attend an interview in the UK. Once your application has been processed, you should submit an e-portfolio, CD or DVD of your recent work; this will be followed by a telephone interview.

Additionally, international students for whom English is not your first language, will be required to evidence an IELTS score of 6.0 or equivalent. Equivalences include:

- TOEFL Written examination score of 550 plus a test of written English (at 4)
- TOEFL Computer Equivalent score of 213 and TWE at 4
- Proficiency in English (Cambridge) at Grade C or above

2.3 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable

See 'Blackboard' for your individual programme time table.

2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Your modules have been designed for teaching and independent learning to be completed in a set amount of time. So a 20 credit module will require you to commit to 200 learning hours and 40 credit module, 400 learning hours. Full time students study 120 credits so over each year you will study, in total, 1200 hours. The academic calendar identifies 30 study and assessment weeks spread over two semesters of approximately 15 weeks each, so a full time students’ learning should average 40 hours per week. If you find that you are regularly exceeding this amount, or regularly finishing your weekly studies in less time, then you should speak to module tutors or Academic Advisors.

Part-time students study modules in exactly the same way as full-time students, you just study less at any time. If you need advice or guidance about the amount of time you should spend in study, speak to your Academic Advisor.

Level 4 modules include, within the module descriptor, a Module Delivery Plan. This specifies the taught sessions that you should attend and lists the amount of contact time allocated to these taught activities. For most 20 credit level 4 modules, you should expect 60 contact hours over the delivery of the module (where the module is delivered over 15 weekly
sessions, it is normal for contact time to be 4 hours per week). The Module Delivery Plan includes an indicative list of the independent learning activities, and approximate time allocations, that you should undertake over the duration of the module. For a 20 credit level 4 module where the taught component is 60 hours, you should spend approximately 140 hours in independent study. Occasionally you may find level 4 modules where the contact hours are greater or less than the 60 hour norm. This is because of the nature of the module but you'll find this is compensated for in other modules. However, no matter how the contact hours and independent study hours are split up, no module requires more or less than 10 hours study per credit.

Modules at level 5 and 6 don’t include Module Delivery Plans. This is because we expect greater variation in study patterns at these levels, and for you to take greater control of your learning. However the 10 hours per credit still applies and so you should still be spending approximately 40 hours per week in study if you are a full time student (speak to staff if you are not achieving or exceeding this amount).

PLEASE NOTE: any creative subject is likely to require you spend extra time in preparation of practical work – on occasions you will no doubt be required to put in many more hours than those specified above.

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. No modules or sessions are optional – no course is different in this regard!

Most courses will at some stage require you to work within subgroups, either in class or in independent learning – for many courses this is the standard way of working. For these group activities, it is important that individuals develop a sense of the needs of others and become equally responsible for all aspects of the groups’ development. Throughout your study, you will rely upon the presence and contribution of others to enable you to develop and progress, just as others will rely upon you. A mutual contract is made between all parties and exploitation of this commitment is essential to both educational and personal development.

However, we appreciate that occasionally you cannot attend timetabled sessions. Where this is unplanned please call the Hub on 01772 893182 or email your module tutor or course leader

Under the Visas and Immigration (UKVI) Points Based System (PBS) international students MUST attend their course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

You can check your attendance record through myUCLan.

3. Approaches to teaching and learning

3.2 Learning and teaching methods
As we created the modules that constitute your course, we considered the following:

- your experience of study must be a holistic one; each module should be fully integrated within the total course of study;
much of the focus of the teaching, especially during level 4, is aimed at forming the student body into a fully functioning group. It is important that you, as part of your learning, should develop a sense of the needs of others and become equally responsible for all aspects of the group’s development. When, as occurs in group work, you rely on the presence and contribution of others for your own progression, a mutual contract is made between all parties and the exploitation of this commitment is essential to both educational and personal development;

creative practitioners should develop and employ a group dynamic that goes beyond shared experience. For work of genuine integrity to occur, empathy must exist between all the participants. Your ability to exploit group skills do not develop quickly or easily. As part of the educational process, theses must be applied and tested in a variety of situations at all levels.

To achieve the above aims across the modules you will see that there is a mix of practical and theoretical study. Practical study is about developing creative methodologies and developing the technical skills to facilitate making work to professional standards; theory is incorporated into practical learning as well:

**Practical study** – The majority of study within the modules that define your course can be said to be practical, i.e. you learn through doing. Through workshop sessions and in self-study time, you will be expected to enhance your creative ability and to measure your creative and personal development against professional standards and values. So that you are aware of the relevant professional standards and values, a critical and contextual study programme runs concurrent to this learning in support of your practical study.

**Critical and Contextual Study** – Study of the links between your creative work and the practice and supporting theory of key contemporary practitioners is central to your course. Within the arts, ‘theory’ relates to methods and intentions of key national and international contemporary practitioners, as well as practitioners from previous generations. **Contextual study** is the term applied to reviewing the work of others and applying this understanding to aspects of your own practice. As well as the work you will do in class (and be directed to during self-study time), you are expected to define your own contextual study programme that will broaden your general knowledge of contemporary work and inform your creative practice. **Critical study** is the active testing and exploration of relevant theories and ideas that will play an important role in the development of your creative practice. Critical thinking and analysis will be encouraged through formal lectures, student seminar presentations, study visits and research tasks.

### 3.3 Study skills

All degree course incorporate study skills, either through activities designed to assist you to study at levels 4, 5 and 6, or through processes that lead to qualitative changes in your learning style – basically, by allowing you to become a more independent learner. This is our goal and we hope that you will quickly adopt a pro-active approach to expanding your learning. We encourage this through ‘open’ assignment briefs, ‘negotiated contracts of work’ and ‘live projects’. Don’t worry if these phrases are don’t mean much to you now, it will make sense in time!

To support you, you may wish to consider how the following may help you at different stages of your learning:

**Informal Mentoring** - We recognise that a key aspect of your learning will be achieved through the contribution and support of others, both formally and informally. Where this support comes from other students, as opposed to teaching staff, we often refer to this as ‘informal mentoring’. Each of the creative arts courses developed by UCLan applies informal mentoring processes in ways appropriate to your course; for instance we do this by creating opportunities for students to:

- share their opinions of each other’s creative work
• share skills and techniques, with students from your own year group, other year
groups and other courses

• see the work of others on yours and other courses, who produce different types of
work

• speak to, and work with, students studying at a more advanced level than yourself,
so that you will become better prepared for the work that you will engage in at the
next level.

However the most fruitful applications for mentoring are often when you identify areas of
personal strength and weakness; find ways to share your strengths with others and search
out those who can help you improve upon your weaknesses.

**Self-Evaluation; Peer & Group Evaluation** - Throughout your period of study, most
courses will create opportunities for ‘peer’ and ‘group’ evaluation. This reflects your growing
ability to criticise positively and to use evaluative techniques to effect positive outcomes in
your creative work and the work of your peers. Thus, effective application of evaluative tools
will be reflected in the grades awarded for presentations or ‘support’ material. However to
offer useful criticism to others relies on a genuine understanding of the processes that occur
in the development of creative work; the ability to ‘self-evaluate’ is essential to this
knowledge. In many courses the submission of major pieces of practical work will be
accompanied by a **self-evaluation document** that gives you the opportunity to reflect upon
the creative processes employed and the work that results.

Your progress as a student your final degree classification is decided by the grades that you
receive for the finished work that you submit for assessment. There are other areas of
learning in your academic progress that are not so easily charted by end-of-semester or end
of course grades. Consequently, throughout your period of study you should be asking
yourself questions such as: What kind of approaches to study achieves good results? What
approach to study do I have? How do I alter my approach to study to achieve more?

Educational research identifies two basic types of learning, and uncovers differences in
students’ approaches to the learning process. They are described as ‘deep and ‘superficial’.

Students who have a **deep** approach to learning:

- Intend to understand material for themselves and interact vigorously and critically with
  the content
- Relate ideas to previous knowledge and experience
- Use organising principles to integrate ideas
- Relate evidence to conclusions
- Examine and challenge the logic of the argument

Students who have a **superficial** approach to learning:

- Intend simply to reproduce parts of the content and accept ideas and information
  passively
- Concentrate only on assessment requirements
- Do not reflect on purpose or strategy
- Memorise facts and procedures routinely
- Fail to distinguish guiding principles or patterns.

If you think you are too regularly falling into the latter category, we recommend that you
make an appointment to speak to your Academic Advisor. To change your learning pattern,
you will find it much easier if you have the support of a tutor.

**Self-Evaluation documents and Viva Voces** - In some modules you will be studying, we
may ask you to submit a written self-evaluation document or participate in a Viva Voce (a
spoken evaluation) for assessment. You may worry about this, perhaps thinking that admitting to your faults will cause you get a poor grade or even fail; equally you may be embarrassed about admitting that you did something very well!

Self-evaluation is not there to catch you out, but has two main functions:

1. to allow you consider your achievements and to establish a good working methodology for later assignments;

2. to allow your tutors to understand how and why you produced the work we have assessed and to guide you to replicate success or to avoid mistakes.

We want to ensure that you make the most of your achievements and place these within an effective critical framework or context that will help you achieve future successes. We will assist you, through seminars and tutorials, to prepare for self-evaluation, but, as a simple guide, you should consider the following:

As part of the process of considering your achievement avoid spending too long listing ‘what’ you did and ‘how’ you did things; concentrate at least as much on ‘why’ as well as ‘what’ and ‘how’. In other words, always support what you did by understanding the reasons for your decision.

The ‘what I did was…’ should always be linked to ‘because…’ or ‘I achieved…X…through…Y…’ For instance, when you review your original ideas you should also consider why they were relevant to the assignment. When you evaluate how you began to turn ideas into practical output, you should also evaluate if the methodology you applied was appropriate. When producing finished work, you should also review the process and consider why your initial ideas changed and why the product was better (or worse) because of these changes.

In group projects it is important to evaluate your own contribution within the context of the creative process and the finished work. The self-evaluation process gives you the opportunity to consider subject-specific and key skill development, including:

- creative input (ideas and aesthetics);
- practical input (subject-specific and transferable skills);
- leadership, team contributions and time-management (project development).

Reflect upon what you did well and how you could have approached things differently. Remember group projects are like the ‘real world’ – each of you is reliant upon one another, and one person’s failure is also your failure. Within your self-assessment process we are not expecting you to blame someone else for not working to schedule but to ask yourself what you did, should or could have done, to respond to the challenge created by the changed situation.

If you are required to write an evaluation and submit it for assessment, we normally expect you to cite the work of others; although an evaluation is not the same as an essay it should be properly and accurately referenced.

Journals or Logs – Some courses within the School will require you to submit a log for assessment, but even if it is not a course requirement, it is a good idea to create one. It may be a written document, a photographic or sketch book portfolio or an audio or video recording, but, whatever form it takes, keeping a log or journal is good practice and something that you should consider doing.

The journal, as the name suggests, is a daily record of your creative work. In it you can store the handouts you are given and you can record the key learning points that were made in
taught sessions, tutorials and seminars, and perhaps record the basic purpose and structure of workshop exercises (for future reference!). You should also use your journal to record your thoughts and ideas, particularly the processes you applied in the creation of your work. To get you going, try to answer as many of the following questions as possible as you complete your daily entries: What inspired your original ideas? How did you present (to your tutor or your group) your ideas? If a group project, what ideas did other suggest and how did they present them? What made you reject some ideas and accept others? How did you begin to synthesise these ideas into a creative response to the stimulus? What did you eventually leave out? What new ideas were inspired? How did you begin to turn ideas into product? What processes did you apply that changed or developed your original ideas? What caused you to apply these processes? What practical techniques did you use in the creation of your work? What contextual study did you apply to further your practice?

Linking your study to personal events or reflections is good practice. However don’t include superficial details (such as the time your group started work or who didn’t turn up - although individuals’ working patterns may be relevant in understanding why a particular assignment worked well or was not successful). Your journal should include critical and contextual material that you have researched in independent study time and that responds to things you have learned in lectures, seminars and workshops.

Jot down quotes or ideas you have gleaned from books and periodicals, or things you have heard on the radio or TV. When you see something that inspires you, record your thoughts in your journal. Within your journal you should consider how you might apply things you have learned in other modules and at previous levels. Whatever form your journal takes always use the processes of critical review and analysis to comment on this material and to broaden your knowledge of the arts and creative practice. As you progress towards the end of your study, things will fall into place that you didn’t fully understand at first. This is natural and you will wish to refer back to earlier entries.

A useful support for your studies is WISER [http://www.uclan.ac.uk/students/study/wiser/index.php]

3.4 Learning resources

The School of Art, Design & Fashion will endeavour to make all materials and resources necessary to complete the course available to students, however it is expected that students will need to purchase additional materials.

3.4.1 Learning Information Services (LIS)

Extensive Resources are available to support your studies provided by UCLan’s LIS – library and IT staff. If you wish to, you may take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Use the library catalogue to search for material by author, title, or subject. The catalogue will tell you if items are in the Library's collections, and if so, on which floor, at which number, whether they are 'Oversize' (OS) and therefore shelved separately, and whether they are currently on loan. If they are on loan, you can place a reservation, using your library card. You can use the catalogue to look for publications devoted to particular artists, and to check whether the Library has particular journals.

3.4.2 Electronic Resources

Blackboard is the brand name for the on-line Virtual Learning Environment (VLE) that UCLan has implemented to support and enhance teaching and learning. You will find updated briefs and handouts on the course Blackboard area.
3.4.3 Other course-specific resources

Resource Room

The Fashion Promotion Resource area is room 312. (Near to the staff offices.) These resources are available to all Fashion Promotion students but should be respected & the room kept tidy.

The Apple Mac computer, printer and scanner must be used with respect. If you don’t know what you are doing or you are stuck, get help from either Graham Symonds, the computer technician, or a member of staff. The use of the computer has to be booked and the booking forms are placed on the resource room wall.

The magazines are for reference only & should NOT BE TAKEN OUT OF THE ROOM.

3.5 Personal development planning

The development of a student’s individual profile and aspiration is embedded in the delivery of the programme to enable student’s future career aspirations within the Fashion Industry. This programme of study concentrates not only on the subject specific skills but on incorporating experiences and employability skills needed for the sandwich placement element of the course and as a graduate seeking employment within their chosen field.

In Level 4 students are guided through tutorial PDP sessions to establish a personal audit of transferable skills against potential employability in the creative industries.

In Level 5 students are encouraged through the preparation for industry module and tutorials to set their own PDP targets focusing on targeted employability in the creative industries.

In Level 6 students are expected to promote their own individuality and personal career direction in a professional manner for employment within the creative industries.

PDP is designed to:

1. Enable you to work towards the point you would like to be at on graduation
2. To help you acquire employability skills needed for your chosen career
3. Evaluate your strengths
4. Develop a plan to deploy them in a range of situations at UCLAN and after graduation.

3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
• Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
• You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

Careers offers a range of support for you including:-
• career and employability advice and guidance appointments
• support to find work placements, internships, voluntary opportunities, part-time employment and live projects
• workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 10.30am-3pm for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

You will find that live project briefs, a range of guest speakers, paired with the preparation for industry module and with the opportunity of an invaluable industrial placement year will put you in an excellent position in terms of employability. Employability is integrated within this programme of study each year and allows you a real insight into what industry wants, as well as the opportunity to reflect on your own skills and future career pathway.

The course produces independent, creative and industrious graduates who gain prestigious positions within the Fashion Promotion industry. Job areas include brand management marketing consultancy, trend forecasting, graphic design, styling, visual merchandising as well as Public Relations. Graduates work with some of the most prestigious brands in the UK including the likes of Superdry, Adidas, Foot Asylum, Levi’s, Reebok, Disney, Diesel, Sony PlayStation, Jo Malone, Next, The Future Laboratory and Net A Porter.

4. Student Support
This section of the handbook lists some of the support mechanisms that are available to you and your colleagues. Never be afraid of asking for help!

• If you have a problem that is module-related, speak with the tutor(s) that deliver that module;
• If you have a problem that crosses two or more modules but is an academic rather than personal problem, speak to you course leader.
• If you have a problem that is personal but that currently or may in the future affect your learning, speak to you Academic Advisor.
• If, for whatever reason, you cannot speak to the course team please make an appointment to speak to Bev Lamey, Academic Lead for Fashion & Textiles

4.1 Academic Advisors
You will have been allocated an Academic Advisor at the point of enrolment. Your Academic Advisor is the first port-of-call should you encounter problems or need support. Every student is allocated an Academic Advisor from an area the same or similar to that of the study. As a minimum you will be met at the beginning of the course (normally within the first 4 weeks) and, thereafter, you will be offered formal opportunities to meet with them
in each semester. If you have a problem at other times they are available for you to talk to; most staff have a weekly slot they allocate to Academic Advisor sessions, but if you have an urgent problem, please phone or e-mail your tutor to book an 'emergency' slot. Your Academic Advisor will:

- offer academic advice throughout the year
- monitor your progress and attainment through the year
- advise you on your progress and issues such as option choices
- refer you to other staff within the School who will be able to assist you in resolving any academic problems
- refer you to staff within the University support services if appropriate
- advise on the best course of action if you have failed any aspect of your course, or feel that you are likely to do so

You are expected to:

- make use of your Academic Advisor
- make sure you know where their office is and how to contact them
- watch out for emails, notices and memos asking you to make appointments or attend meetings with them

As a student on the BA (Hons) Fashion Promotion course you are in the fortunate position of having one key member of staff allocated to your year usually who is both your academic tutor and Academic Advisor. A sign will be visible at all times on your year noticeboard informing you of who your Academic Advisor is and the times they are available for you to see them. However we are a very friendly course and would encourage you to contact us with any problems at any time. Year 1 students will always be offered a meeting with their Academic Advisor within the first few weeks of University to iron out and discuss any possible problems.

You must meet with your Academic Advisor whether you are having any difficulties or not; please book a slot with them each semester. They are also available to help with any problems you may have at any stage during the year, and will be happy to provide you with the support and guidance you need to get over the immediate but temporary difficulties that most students face at some time in their academic careers.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk
4.3 Students’ Union One Stop Shop

The Opportunities Centre is the Union’s One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

5.1 Assessment Strategy

We assess course work – course work is normally a set of creative projects and some essays, set by your tutors to deadlines that are same for all. Course work is marked to an agreed set of criteria and, through moderation, a final mark is achieved.

It is important for you to understand that we don’t assess modules, we assess assignments packaged within these modules! By assessing individual assignments, we obtain a mark that indicates how well you did overall on a particular module. At the end of your course, by putting the module marks together we calculate your degree classification. Therefore, the assessment of each assignment contributes to passing your degree.

You must attempt each assessment; even if your work is late or incomplete, we still regard the submission of this as an ‘attempt’ – it is always better to attempt an assessment that you think you will fail than to submit nothing at all!

The assessment strategy is created out of the information agreed at validation and contained within the module descriptors. Many modules have two or more assignments but it is entirely normal for a module to be only composed of one assignment. In the Module Handbook (occasionally called Module Information Pack), all the assignments for that module are usually included. Read them as soon as you receive it because this will help you understand what we expect of you and how the module will develop; it will also help you to time-manage your workload for the semester or year.

In feedback your tutors will explain what qualities in your work defined the grade you were awarded, and what you could improve on in future assessment that will assist you to improve your grades.

The nature of your course requires that a number of different learning methods be used and assessed. These can be summarised as follows:

Practical Work - Because study within your course uses practical experience to broaden understanding, assessment of practical work will not be concerned solely with the superficial aesthetic qualities of the finished piece. We regard the ‘process’ as equally important as ‘product’. As stated elsewhere, emphasis may be placed on the creation of documentation that traces the progress of, and your awareness of, the process in which you are engaged. To assess practical work we apply criteria based upon the following:

- attainment of appropriate aesthetic standards
- development and application of technical and other practical skills (craft skills)
- analysis, problem solving and proposal of solutions
- sensitivity to, and appreciation of, aesthetic, cultural and social aspects

Lecture/Seminar Work - The majority of the modules that you study are practical. However, even within practical modules it is still often appropriate to deliver some lectures and seminars. It is normal to assess the knowledge that you have gained from these lectures at various points throughout the year. However, rather than always expecting you to present theoretical learning for assessment in the form of essays, we often prefer you to introduce this knowledge in your practical work or to create seminar presentations, which you may think of as solo or group presentations. To assess the results of lectures and seminars we apply criteria based upon the following:
consideration of information and personal views, interpretation and analysis
involvement of the use of resources to extend understanding through self-study
development of abilities to originate, research and prepare concepts or ideas
fluency in communicating creative issues, concepts or ideas

**Group Work** – It is more appropriate to assess group work in some courses more than others, but where group work is assessed we subdivide its assessment into 2 different approaches: Firstly, when we assess your understanding of some aspect of theory within group work, we may need to isolate your contribution and measure this contribution to the group’s presentation separately from other students. We may use your supporting documentation, discussions, viva voce and workshop sessions to help us to monitor your contribution. Secondly, it is common in practical work to assess your groups’ response to a particular task holistically. In these instances it is not always possible or relevant to isolate each individual’s contribution (however we may adjust this grade for one or more individuals if we feel there has been an unequal contribution to the group from certain members). To assess group work we apply criteria based upon the following:
- your understanding of personal responsibility
- your ability to integrate and play an active part
- your participation in complex organisational and creative decision making
- your management and monitoring of the group’s progress
- your participation in joint presentations of proposals/solutions

In addition to the above, assessment criteria may also include:
* active involvement in learning
* positive use of resources
* relationships with people - working in teams or groups
* management of study including self-study

The specifics of the assessment criteria for each assignment will be explained to you prior to starting the assignment, but if you are in any doubt **speak to your module tutor immediately!**

### 5.2 Notification of assignments and examination arrangements

How, where and when (e.g. before 4 pm) should students submit their assignments: This information will be shown on every assignment brief. The submission process will vary according to the type of assessment. Practical work is submitted direct to the module leader.

### 5.3 Referencing

Your written work should be referenced using the Harvard system. The LIS provides assistance on referencing and also speak to your tutors if you are unsure how to apply Harvard when citing references or compiling a bibliography for an assessment.

### 5.4 Confidential material

Although your tutors and other staff at UCLan do not seek to limit your right to express yourself in any way, we are charged with upholding common levels of decency and to protect unsuspecting members of the University and wider communities. Consequently it is **your responsibility to discuss fully the content and context of your work with your tutors.** You and
your supervising tutor should ‘risk assess’ any potentially offensive work that enters the public domain in exactly the same way that you would consider the Health and Safety aspects of your work. If, after consultation, your tutor feels that your work contains elements that are not suitable for the public domain, we may ask you to:

i) present the work to tutors only
ii) present the work to an invited audience only
iii) alter or withhold these elements
iv) place, in waiting and entrance areas, clear warning signs that explain the nature of the work you are presenting

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give.

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms to enable you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

In the past students have asked the course team to purchase specific equipment they would find beneficial or have highlighted specific visits to exhibitions or cities.

Formal mechanisms for obtaining your opinion include the following:

- MFQS – Module Feedback Questionnaires are circulated towards the end of each module; you are asked to complete the questionnaire anonymously;
- SSLC – the staff/student liaison committees, meet every semester and your course reps attend;
- NSS – the National Student Survey (during semester 2 for students in their final year of study);
- SSS – UCLan’s survey of all undergraduates not in their final year.
You should always use these systems to comment on all aspects of your study – for instance you may wish to comment on this handbook, the induction period, the syllabus of each module, the curriculum that defines each level of your course, the assignments, the assessments, the various teaching and learning approaches, indeed anything relevant to your learning.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

8. Appendices

8.1 Programme Specification(s)
expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

<table>
<thead>
<tr>
<th>6. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
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<tbody>
<tr>
<td>7. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire</td>
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<td></td>
<td>AAS Thessaloniki, Greece</td>
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<td>8. University School/Centre</td>
<td>School of Art, Design &amp; Fashion</td>
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<td>9. External Accreditation</td>
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<td>10. Title of Final Award</td>
<td>BA (Hons) Fashion Promotion</td>
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<tr>
<td>11. Modes of Attendance offered</td>
<td>Full time/part time/sandwich</td>
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<td>12. UCAS Code</td>
<td>WJ2K</td>
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<tr>
<td>13. Relevant Subject Benchmarking Group(s)</td>
<td>Art &amp; Design</td>
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<tr>
<td>14. Other external influences</td>
<td>n/a</td>
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16. Aims of the Programme

- To provide a broad programme of study of the Fashion industry
- To facilitate the acquisition of knowledge understanding and skills in fashion promotion, communication, marketing, styling and brand
- To collaborate with industry and engage the community to engender dynamic professionalism and strong career pathways for students
- To offer a student centred course with a choice of pathways and options
- To have a future focus of innovation, creativity and social trends
- To foster a theoretical context and underpinning of creative ideas through critical and cultural studies
- To develop social skills, personal attributes and employability skills
- To provide a range of work placed learning and opportunity for a sandwich year in industry.
# Learning Outcomes, Teaching, Learning and Assessment Methods

## A. Knowledge and Understanding

**e.g.**

A1. Define and describe a basic promotional structure/marketing model and identify appropriate solutions for a target audience (L4)

A2. Recognise a range of research bases and methodologies (L4)

A3. Select, justify and apply professional methods of presentation and layout to a standard required in professional practice presentation (L5)

A4. Analyse and implement a wide range of research sources and methodologies (L5)

A5. Demonstrate knowledge of market influences and identify the requirements of external bodies (L5)

A6. Apply diagnostic and creative skills and exercise judgement in the analysis of research (L6)

A7. Illustrate in depth knowledge of market levels and customer profiling (L6)

A8. Demonstrate expertise of marketing and promotional activities (L6)

A9. Demonstrate a thorough knowledge of contemporary fashion issues (L6)

A10. Apply critical and theoretical approaches to creative practice (L6)

A11. Identify, evaluate and critically analyse the theory and implications of likely fashion & textiles futures (L6)

A12. Define the processes of the fashion industry within the context of a business activity.

## Teaching and Learning Methods

Acquisition of knowledge for all modules is achieved through a variety of project linked activities delivered via lectures, seminars, tutorials and practical demonstrations, which include critiques, mentoring, workshops, and demonstrations. Lectures, workshops, demonstrations, group and individual tutorials, seminars, peer group presentations talks by graduates from the course, visiting specialists from the industry

## Assessment methods

Coursework:

Projects

Portfolio
### B. Subject-specific skills

e.g.

B1. Develop, demonstrate and express creativity within a promotional context (L4)

B2. Demonstrate and apply an awareness of trend, colour, CAD, digital photography & styling concepts (L4)

B3. Analyse and evaluate photographic/film outputs (L5)

B4. Demonstrate a professional approach to colour, trend, CAD and graphic solutions (L5)

B5. Demonstrate a professional level of computer competence in relation to graphic solutions (L5)

B6. Utilise practical skills, theoretical knowledge, and professionalism to plan, coordinate and organise a successful fashion show production (L6)

B7. Integrate trends, insights and industry climates (L6)

B8. Integrate the appropriate IT solution at an advanced level in communication material (L6)

### Teaching and Learning Methods

Subject-specific skills will be acquired via the visual, written and practical briefs of individual modules. Development of subject-specific skills will be delivered and practised cumulatively throughout the programme and students will be encouraged to develop an independent understanding of which and what to utilise to achieve appropriate solutions to project requirements. Lectures, workshops, demonstrations, group and individual tutorials, seminars, peer group presentations talks by graduates from the course, visiting specialists from the industry

### Assessment methods

Coursework:

Projects

Portfolio

Presentations
### C. Thinking Skills

e.g.

| C1. | Analyse research information and develop investigative strategies (L4) |
| C2. | Reflect on practice and experience, to facilitate personal development (L4) |
| C3. | Analyse and evaluate the designer collections (L5) |
| C4. | Select, justify and apply appropriate creative solutions in response to industry requirements (L5) |
| C5. | Apply imaginative and creative solutions to a range of specific problems (L5) |
| C6. | Analyse consumer behaviour and attitudes and what resonates (L6) |
| C7. | Identify, evaluate and critically analyse the theory and implications of likely fashion & textiles futures (L6) |
| C8. | Solve complex problems and provide adequate creative/innovative solutions (L6) |
| C9. | Demonstrate original, innovative and imaginative responses within the constraints of commercial practice (L6) |
| C10. | Apply creative thinking to a range of complex problems across a broad spectrum of promotional activity (L6) |
| C11. | Analyse statistical information and numeracy in relation to project solutions (L6) |
| C12. | Reflect and evaluate the industrial placement experiences in both a professional and educational setting (L6) |

### Teaching and Learning Methods

Cognitive skills are developed through practical work, tutorial seminar work and coursework projects. Practical and project work is designed to allow students to demonstrate achievement of all the learning outcomes in this category. Lectures, workshops, demonstrations, group and individual tutorials, seminars, peer group presentations talks by graduates from the course, visiting specialists from the industry.

### Assessment methods

Coursework:
- Projects
- Portfolio
### D. Other skills relevant to employability and personal development

**e.g.**

D1. Apply academic writing skills to a professional standard (L4)

D2. Demonstrate and apply basic technical and presentation skills (L4)

D3. Demonstrate time management skills (L4)

D4. Demonstrate team working skills (L4)

D5. Demonstrate professional practice skills and employability (L5)

D6. Display expertise and professionalism at all stages of production and presentation of the individuals work (L6)

D7. Apply a level of written expertise across a wide spectrum of academic and professional situations/solutions (L6)

### Teaching and Learning Methods

Lectures, workshops, demonstrations, group and individual tutorials, seminars, peer group presentations talks by graduates from the course, visiting specialists from the industry. Transferable skills are embedded in the programme curriculum and are intrinsic within each module.

### Assessment methods

**Coursework:**

Projects  
Portfolio  
Presentations  
Essays  
Reports
<table>
<thead>
<tr>
<th>Level</th>
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<th>Credit rating</th>
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<td>Fashion Portfolio</td>
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<td></td>
<td>Preparation for industry</td>
<td>20</td>
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</table>

**14. Awards and Credits**

**Bachelor Honours Degree Fashion Promotion**

Requires 360 credits including a minimum of 220 at Level 5 or above with a minimum of 100 at Level 6 or above.

Work placement route requires successful completion of FQ3000 which has a notional credit rating of 120 credits.

**Bachelor Degree Fashion Promotion**

Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6 or above.

Work placement route requires successful completion of FQ3000 which has a notional credit rating of 120 credits.

**Diploma of Higher Education Fashion Promotion**

Requires 240 credits including a minimum of 100 at Level 5 or above.
### 15. Personal Development Planning

The development of a student’s individual profile and aspiration is embedded in the delivery of the programme to enable student’s future career aspirations within the Fashion Industry. This programme of study concentrates not only on the subject specific skills but on incorporating experiences and employability skills needed for the sandwich placement element of the course and as a graduate seeking employment within their chosen field.

In Level 4 students are guided through tutorial PDP sessions to establish a personal audit of transferable skills against potential employability in the creative industries.

In Level 5 students are encouraged through the preparation for industry module and tutorials to set their own PDP targets focusing on targeted employability in the creative industries.

In Level 6 students are expected to promote their own individuality and personal career direction in a professional manner for employment within the creative industries.

PDP is designed to:

- Enable you to work towards the point you would like to be at on graduation
- To help you acquire employability skills needed for your chosen career
- Evaluate your strengths
- Develop a plan to deploy them in a range of situations at UCLAN and after graduation.

All of the above are conducted through a range of methodologies including, self and peer critiques, self and peer analysis – including group critiques, this is in addition to personal one-to-one sessions with tutors where students identify their own intended personal professional development and their responses to past areas requiring attention.

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<thead>
<tr>
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<th>Title</th>
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<td>Creative Computer Aided Design</td>
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</table>

Certificate of Higher Education

Requires 120 credits at Level 4 or above
16. Admissions criteria

UK Applicants

Except in exceptional circumstances, UK applicants must attend an interview with portfolio.

European and International Applicants:

Some applicants may not be able to attend an interview in the UK. Once your application has been processed, you should submit an e-portfolio, CD or DVD of your recent work; if possible this will be followed by a telephone interview.

All successful candidates will have achieved the following:

280 points at A2, (General Studies accepted) or equivalent
BTEC Extended Diploma: Distinction, Merit, Merit
BTEC Diploma: Distinction* Distinction*
Pass Access course with 30 Level 3 Credits at Distinction
International Baccalaureate: 28P
IELTS: grade 6 with no subscore lower than 5.5
GCSEs: 5 at grade C inc Maths & English or equivalent.

17. Key sources of information about the programme

- Course Leaflet
- University website
- Student handbook
- University Prospectus
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed.

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
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<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
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<td>A2</td>
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19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of:

Bachelor Degree Fashion Promotion

A1. Define and describe a basic promotional structure/marketing model and identify appropriate solutions for a target audience

A2. Recognise a range of research bases and methodologies

A3. Select, justify and apply professional methods of presentation and layout to a standard required in professional practice presentation

A4. Analyse and implement a wide range of research sources and methodologies

A5. Demonstrate knowledge of market influences and identify the requirements of external bodies

A6. Apply diagnostic and creative skills and exercise judgement in the analysis of research

A7. Illustrate in depth knowledge of market levels and customer profiling

A8. Demonstrate expertise of marketing and promotional activities

A9. Demonstrate a thorough knowledge of contemporary fashion issues

A10. Apply critical and theoretical approaches to creative practice

A11. Identify, evaluate and critically analyse the theory and implications of likely fashion & textiles futures

B2. Demonstrate and apply an awareness of trend, colour, CAD, digital photography & styling concepts

B3. Analyse and evaluate photographic/film outputs

B4. Demonstrate a professional approach to colour, trend, CAD and graphic solutions

B5. Demonstrate a professional level of computer competence in relation to graphic solutions (L5)

B6. Utilise practical skills, theoretical knowledge, and professionalism to plan, coordinate and organise a successful fashion show production

B7. Integrate trends, insights and industry climates

B8. Integrate the appropriate IT solution at an advanced level in communication material

C1. Analyse research information and develop investigative strategies

C2. Reflect on practice and experience, to facilitate personal development
C3. Analyse and evaluate the designer collections

C4. Select, justify and apply appropriate creative solutions in response to industry requirements

C5. Apply imaginative and creative solutions to a range of specific problems

C6. Analyse consumer behaviour and attitudes and what resonates

C7. Identify, evaluate and critically analyse the theory and implications of likely fashion & textiles futures

C8. Solve complex problems and provide adequate creative/innovative solutions

C11. Analyse statistical information and numeracy in relation to project solutions

D1. Apply academic writing skills to a professional standard

D2. Demonstrate and apply basic technical and presentation skills

D3. Demonstrate time management skills

D4. Demonstrate team working skills

D5. Demonstrate professional practice skills and employability

D6. Display expertise and professionalism at all stages of production and presentation of the individuals work

D7. Apply a level of written expertise across a wide spectrum of academic and professional situations/solutions

**Learning outcomes for the award of:**

Diploma of Higher Education Fashion Promotion

A1. Define and describe a basic promotional structure/marketing model and identify appropriate solutions for a target audience

A2. Recognise a range of research bases and methodologies

A3. Select, justify and apply professional methods of presentation and layout to a standard required in professional practice presentation

A4. Analyse and implement a wide range of research sources and methodologies

A5. Demonstrate knowledge of market influences and identify the requirements of external bodies
B1. Develop, demonstrate and express creativity within a promotional context

B2. Demonstrate and apply an awareness of trend, colour, CAD, digital photography & styling concepts

B3. Analyse and evaluate photographic/film outputs

B4. Demonstrate a professional approach to colour, trend, CAD and graphic solutions

C1. Analyse research information and develop investigative strategies

C2. Reflect on practice and experience, to facilitate personal development

C3. Analyse and evaluate the designer collections

C4. Select, justify and apply appropriate creative solutions in response to industry requirements

C5. Apply imaginative and creative solutions to a range of specific problems

D1. Apply academic writing skills to a professional standard

D2. Demonstrate and apply basic technical and presentation skills

D3. Demonstrate time management skills

D4. Demonstrate team working skills

D5. Demonstrate professional practice skills and employability

Learning outcomes for the award of:

Certificate of Higher Education

A1, A2, B1, B2, C1, C2, D1, D2, D3, D4.

A1. Define and describe a basic promotional structure/marketing model and identify appropriate solutions for a target audience

A2. Recognise a range of research bases and methodologies

B1. Develop, demonstrate and express creativity within a promotional context

B2. Demonstrate and apply an awareness of trend, colour, CAD, digital photography & styling concepts

C1. Analyse research information and develop investigative strategies

C2. Reflect on practice and experience, to facilitate personal development

D1. Apply academic writing skills to a professional standard
D2. Demonstrate and apply basic technical and presentation skills
D3. Demonstrate time management skills
D4. Demonstrate team working skills
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

<table>
<thead>
<tr>
<th>18. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Teaching Institution and Location of Delivery</td>
<td>Preston City Campus, Burnley College, Hugh Baird College</td>
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<td>20. University School/Centre</td>
<td>School of Art, Design and Fashion</td>
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<td>21. External Accreditation</td>
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<td>BA (Hons) Art &amp; Design (Foundation Year Entry)</td>
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<td>23. Modes of Attendance offered</td>
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<td>25. Relevant Subject Benchmarking Group(s)</td>
<td>Art &amp; Design</td>
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<td>26. Other external influences</td>
<td>FHEQ</td>
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<td>27. Date of production/revision of this form</td>
<td>April 2016</td>
</tr>
<tr>
<td>28. Aims of the Programme</td>
<td></td>
</tr>
<tr>
<td>• To enable individuals from a wide range of educational, social and cultural backgrounds to develop an awareness of, and access to opportunities and career possibilities in Art &amp; Design.</td>
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<tr>
<td>• To cultivate the ability to transfer learning skills from one to another, thereby enhancing capacity to respond flexibly to changing circumstances, whether in future employment of higher level studies.</td>
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</table>
### 29. Learning Outcomes, Teaching, Learning and Assessment Methods

Students will be able to:

<table>
<thead>
<tr>
<th>A. Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2. Demonstrate the importance of research, how to undertake it and how to use it.</td>
</tr>
<tr>
<td>A3. Link the study of Art &amp; Design to the production of it and discuss issues concerned with the place of Art &amp; Design in Society.</td>
</tr>
<tr>
<td>A4. Identify University library &amp; computing services that have the potential to support art and design studies</td>
</tr>
<tr>
<td>A5. Question prejudices and preconceived ideas about the nature of images</td>
</tr>
<tr>
<td>A6. Develop a practical understanding of relevant creative processes</td>
</tr>
</tbody>
</table>

### Teaching and Learning Methods

- Lectures
- Tutor led sessions
- Individual and group tasks
- Personal research
- Group seminars
- Practical and reflective activities
- Individual tutorials

### Assessment methods

Modules are assessed by course work in the form of projects /portfolio elements, project briefs are contained in workbooks, and the assessment takes the form of project work, tutorials, reflective writing and essays

<table>
<thead>
<tr>
<th>B. Subject-specific skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Use drawing in various given situations relevant to their chosen specialism</td>
</tr>
<tr>
<td>B2. Demonstrate practical experience of the basic elements constituting an image and its composition.</td>
</tr>
<tr>
<td>B3.</td>
</tr>
<tr>
<td>B4.</td>
</tr>
</tbody>
</table>

### Teaching and Learning Methods

- **Lectures**
- **Tutor led sessions**
- **Individual and group tasks**
- **Personal research**
- **Group seminars**
- **Practical and reflective activities**
- **Individual tutorials**

### Assessment methods

Modules are assessed by course work in the form of projects/portfolio elements, project briefs are contained in workbooks, and the assessment takes the form of project work, tutorials, and reflective writing.

### C. Thinking Skills

| C1. | Think and work in 2 & 3 dimensions |
| C2. | Utilise the effect of scale and format as controllable elements in the drawing |
| C3. | Research and develop a programme of study on an individual basis incorporating analytical and critical skills. |
| C4. | Demonstrate appropriate research skills in terms of contemporary practice |

### Teaching and Learning Methods

- **Lectures**
<table>
<thead>
<tr>
<th><strong>Health &amp; Safety workshop induction sessions</strong></th>
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</thead>
<tbody>
<tr>
<td>Tutor led sessions</td>
</tr>
<tr>
<td>Individual and group tasks</td>
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<tr>
<td>Personal research</td>
</tr>
<tr>
<td>Group seminars</td>
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<tr>
<td>Practical and reflective activities</td>
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<tr>
<td>Individual tutorials</td>
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</tbody>
</table>

<table>
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<tr>
<th><strong>Assessment methods</strong></th>
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<tbody>
<tr>
<td>Modules are assessed by course work in the form of projects/portfolio elements, project briefs are contained in workbooks, and the assessment takes the form of project work, tutorials, and reflective writing.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>D. Other skills relevant to employability and personal development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D1.</strong> Demonstrate awareness of the opportunities available in Art &amp; Design at this and, if appropriate, other institutions.</td>
</tr>
<tr>
<td><strong>D2.</strong> Assess their abilities and skills levels relevant to art and design. (Including using machinery, tools, construction and fixing methods with emphasis on efficient and safe workshop practice)</td>
</tr>
<tr>
<td><strong>D3.</strong> Demonstrate skills in communication</td>
</tr>
<tr>
<td><strong>D4.</strong> Demonstrate their application to a specialism</td>
</tr>
<tr>
<td><strong>D5.</strong> Present drawings that relate to your chosen specialism</td>
</tr>
<tr>
<td><strong>D6.</strong> Demonstrate suitability for further study on a specialist programme at level 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teaching and Learning Methods</strong></th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Tutor led sessions</td>
</tr>
<tr>
<td>Individual and group tasks</td>
</tr>
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<td>Personal research</td>
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<tr>
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<tr>
<td>Practical and reflective activities</td>
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<tr>
<td>Individual tutorials</td>
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<tr>
<td><strong>Assessment methods</strong></td>
</tr>
<tr>
<td>Modules are assessed by course work in the form of projects/portfolio elements, project briefs are contained in workbooks, and the assessment takes the form of project work, tutorials, reflective writing and essays</td>
</tr>
</tbody>
</table>
13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>AZ1010</td>
<td>Drawing and Image Making</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Comp)</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>AZC012</td>
<td>Art &amp; Design Studies</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AZC014</td>
<td>Diagnostic Skills</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>AZC009</td>
<td>Specialism Skills</td>
<td>40</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

*Correct as at date of approval. For latest information, please consult the University’s website.

15. Personal Development Planning

Personal Development Planning (PDP) is a key aspect of the Art & Design (foundation entry) course at UCLan. PDP is integrated within all modules and across the totality of study. PDP, through the creation of an art and design studies diary, helps you to define and focus your educational and professional aims and goals; it will assist you to consider how you can engage with the learning opportunities this course and future courses offer to achieve your personal career and professional objectives.

This course consists of modules with fixed syllabi that together enable you and your colleagues to gain the knowledge and develop the skills essential if you are to successfully progress to level 4. However the course is designed to allow you to choose or negotiate many aspects of your learning in ways which are appropriate to your abilities, learning preferences and vocational intentions. Thus is referred to as a student-centred learning approach. When coupled with the self-monitoring and evaluation of PDP, you find that study shifts from a tutor-led/teaching activity to a personally-defined learning experience. This is close to the way many professional artists operate and the terms ‘reflective practitioners’ or ‘thinking artist’ describe the kind of graduate we expect you to become.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

*Correct as at date of approval. For latest information, please consult the University’s website.

80 points at A2
OCF BTEC Extended Diploma: Merit, Pass, Pass
QCF BTEC Diploma: Merit, Merit
Access to Higher Education: 80 points
International Baccalaureate Diploma: 24 Points
GCSE English at grade C
For students where English is not their first language: IELTS: grade 6 with no subscore lower than 5.5

Portfolio and individual interview.

In lieu of a portfolio, applicants may complete a project as an alternative demonstration of ability.

Successful completion guarantees entry onto the following programmes:
BSc(Hons) Architecture
BA(Hons) Interior Design
BA (Hons) Product Design
BA(Hons) Textiles
BA(Hons) Fashion Design
BA(Hons) Fashion Promotion
BA(Hons) Advertising
BA(Hons) Graphic Design
BA(Hons) Animation
BA(Hons) Fine Art
BA(Hons) Games Design
BA(Hons) Illustration

17. Key sources of information about the programme

- http://www.uclan.ac.uk/courses/art-design-fe-route.php
- Enquiries: Tel: 01772 892400 email: c enquiries@uclan.ac.uk
# 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td>Knowledge and understanding</td>
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<td></td>
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<td></td>
<td></td>
<td>A1</td>
</tr>
<tr>
<td>4</td>
<td>AZ1010</td>
<td>Drawing and Image Making</td>
<td>Comp</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>AZC014</td>
<td>Diagnostic Skills</td>
<td>Comp</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AZC012</td>
<td>Art &amp; Design Studies</td>
<td>Comp</td>
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</tr>
<tr>
<td></td>
<td>AZC009</td>
<td>Specialism Skills</td>
<td>Comp</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
University Student Handbook

2017/18

Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values
- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
Contents page

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students’ Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University
The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements
Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the Complaints Procedure.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.

1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of
2. Learning resources

2.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here:
http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources
LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

• You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
• You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
• We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

• One to one career and employability advice and guidance appointments.
• Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
• Workshops, seminars, and events to enhance your learning and develop your skills.
• Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building...
near the main entrance) or access our careers and employability resources via the Student Portal

It’s your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct

4.1 Student Support
“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study. http://www.uclan.ac.uk/students/study/library/the_i.php

4.2 Students with disabilities
You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance. https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability
Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety
As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct
You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of
the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

5. Students’ Union

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what the Students’ Union does and is encompassed by its tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students’ Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go? Pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union’s dedicated staff team in the Advice and Representation Centre are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union’s (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is
not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer.

7. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

You can apply for Extenuating Circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year. Further information about the submission process.

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University’s Academic Regulations.

7.5 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.
7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation (‘unfair means’). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a single offence of unfair means in an undergraduate or postgraduate assessment:
- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

8. Student voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the Students' Union website or email: coursereps@uclan.ac.uk

8.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University’s Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan.