London South Bank University

Course Specification

A. Course Information

Final award title(s)	BA (Hons) Fashion Promotion with Marketing
Intermediate exit award title(s)	Certificate of Higher Education in Fashion Promotion with Marketing Diploma in Higher Education in Fashion Promotion with Marketing
UCAS Code	W2N5 **Course Code(s)** 5216 5310 (with Placement)
	London South Bank University
School	☐ ASC ☒ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Creative Industries
Course Director	Dr. Mirsini Trigoni
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify

Length of course/start and finish dates

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

Is this course generally suitable for visa sponsored students?	Yes

Approval dates:	Course(s) validated / Subject to validation	November 2017
	Course specification last updated and signed off	September 2021

Professional, Statutory & Regulatory Body accreditation	The Chartered Institute of Marketing (CIM) (Pending Approval 9/2018)

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018

		Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021

B. Course Aims and Features

Distinctive features of course	❖ Providing a broad-based course of study in Fashion Promotion and Marketing, with a high degree of practitioner input, to ensure exposure to and experience of the most current industry practices across a range of applied and theoretical contexts. ❖ Optionality to choose from a broad range of stimulating business and practical modules at levels 6, enabling students to specialise in an area of practice relating to their individual career ambitions and produce an individual and distinctive portfolio of work. ❖ Nurturing creativity through experiential learning in a variety of industry-facing and live project briefs with optional placement and networking opportunities to enhance experience and employability in a competitive field. ❖ Encouraging and supporting entrepreneurial activity throughout the course, integrated with University-wide initiatives. For example, in addition to completing core modules in personal and professional development, creativity and enterprise, students can develop a ready-to-fund business plan and/or undertake a variety of business modules in their final year. ❖ Collaborations with our well-respected Business School and faculty in the Division of Creative Industries and other Divisions in ACI offer students opportunities to develop social capital and build professional networks. ❖ Level 6 Diploma accreditation with the Chartered Institute of Marketing (CIM) through specific taught modules.
Course Aims	The BA (Hons) Fashion Promotion and Marketing degree aims to: 1. Develop academically confident graduates, equipped for a variety of future careers with national and international perspectives, through the provision of a supportive learning environment that nurtures an understanding and application of theory and practice. 2. Nurture creativity and entrepreneurship and maximise opportunities for students to specialise in areas of practice relating to their individual career ambitions through offering specialist progression pathways and professional body accreditation. 3. Develop the capacity for independent thought, critical reflection, analytical and problem solving skills, entrepreneurial spirit, academic curiosity, creativity, and strategic and ethical decision making in a broadly global commercial context.

	4. Enhance employability by embedding professional and academic skills development throughout the course; by providing continuing career support; and maximising opportunities for engagement with industry though live projects, placements, internships and networking.
	5. Deliver a future-fit curriculum, flexible and responsive to the emerging needs of the profession.
	6. Support the creative and imaginative production of promotional work to the strongest potential of each student.
	7. Prepare students for lifelong learning within the world of work or post-graduate study.
Course Learning Outcomes	Students will have knowledge and understanding of: • Key practices, debates, techniques and technologies in fashion promotion and their professional application within a range of applied, theoretical, historical, ethical and cultural contexts. • Core professional principles, processes, technologies and ideologies and their application in a range of theoretical and practical contexts. • The informed application of relevant visual, verbal and written communications to investigate, analyse, interpret and disseminate ideas creatively and effectively using a range of appropriate media, techniques and technologies. Students will develop their intellectual skills such that they are able to: • Carry out sustained independent enquiry, demonstrating an ability to be creative, imaginative, analytical, reflective and capable of solving problems effectively. • Identify, analyse and evaluate data, information and appropriate methodologies, and apply the digital literacy necessary to support evidence-based decision-making. • Develop a professional approach to their studies and a 'learning for life' attitude that supports the need to be flexible, manage expectations and be open to change and new ideas. Students will acquire and develop practical skills such that they are able to: • Develop the ability to act creatively and entrepreneurially to generate ideas through appropriate research activities, develop and communicate concepts, produce, manage and exploit intellectual property, and gain the appropriate support to deliver successful outcomes in response to set briefs and/or self-initiated activity. • Use qualitative and quantitative skills to manipulate data, evaluate, estimate and model marketing problems, functions and phenomena. • Produce distinctive and creative work relating to personal career ambitions.

- Develop interpersonal skills in effective listening, negotiating, persuasion and presentation and use these skills in generating and collaborating with business contacts.
- Develop the ability to work collaboratively and effectively both internally and externally to the organisation with an awareness of mutual interdependence.

Students will acquire and develop transferrable skills such that they are able to:

- Build and maintain effective collaborative relationships with others from a range of backgrounds, cultures, and disciplines.
- Develop communication and listening skills including the ability to produce effective and articulate verbal, visual and written communications using a range of media appropriate to a variety of audiences.
- Develop the self-reflective and self-management skills that engender flexibility, resilience, sensitivity to diversity and the assertiveness to accept responsibility and appropriately plan, organise and manage time.

C. Teaching and Learning Strategy

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

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

- Interactive seminars and workshops support the lectures with a strong focus on small group activities to encourage the active participation of students, develop peer learning and promote the sharing of knowledge and support amongst our diverse student body.

- Seminars and workshop sessions promote dialogue and debate and offer a participative platform for the exploration of theory and practice, and their interconnections.

- An integrated formative and summative assessment and feedback process is a key component to a student's independent acquisition of knowledge and understanding in every module on this course.

Self-managed learning
Self-managed learning activities to supplement and consolidate classroom based activity include: researching and developing practical outcomes for project based work, reading recommended texts and relevant journal articles, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported in the virtual learning environment (VLE).

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

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

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

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

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

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

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

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

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

D. Assessment

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

Formative feedback is given at strategic points in the module by tutors and student peers. Specialist practice-based modules in fashion promotion regularly provide formative feedback in the form of group and/or individual tutorials, which are an important point of on-going contact between staff and students. Often called 'Learning Teams', group tutorials function as an intimate and supportive environment for providing critical

project feedback. Supported by module tutors, each student is encouraged to actively participate in group discussions surrounding the generation, development, production and analysis of ideas.

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

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

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

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

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

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

Practical and professional skills are assessed predominantly through individual and group coursework, closed book examinations (for marketing modules) and individual or group presentation / pitches. Coursework for assessment may include supporting research materials, essays, reports, development materials and / or written evaluations to demonstrate relevant module learning outcomes.

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

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

E. Academic Regulations

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

F. Entry Requirements

- A Level BCC **or;**
- BTEC Extended Diploma MMM **or;**
- Access to HE qualifications with 9 Distinctions 36 Merits **or;**
- Equivalent level 3 qualifications worth 106 UCAS points
- Applicants must hold 5 GCSEs A-C including Maths and English or equivalent (reformed GCSEs grade 4 or above)

- We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C.

G. Course structure(s)

Course overview

The course is structured around 360 credit points (120 per year for 3 years) with modules of 20 and 40 credits. The option modules offered are contingent on sufficient student demand. Some options may not be available in any one year and new options may be added. The course offers the option of a placement year between levels 5 and 6.

Optionality at Level 6

Students are required to specialise in a field relating to their chosen career ambitions and produce a contemporary industry-ready portfolio of work. For students aspiring to a practice-based career, Option 1 requires a 'Major Project Portfolio' (40 credits) enabling students to refine their practice and produce an individual body of work using a variety of media (photography, film, animation, illustration, graphic design). For students wishing to pursue a career in marketing / business, Option 2 enables them to investigate areas of luxury brand management / public relations / enterprise (20 credits) and produce a 'Project Portfolio' (20 credits) to showcase their work in an appropriate way, relevant to their chosen career path.

This optionality is a distinctive feature of the BA Fashion Promotion and Marketing degree programme. It gives students the opportunity to manage their own learning under the guidance of a supervisor and to produce a distinctive body of individual work, presented in a professional context.

BA (Hons) Fashion Promotion with Marketing– Full time
BA (Hons) Fashion Promotion with Marketing (with sandwich year) – Full Time

	Semester 1		Semester 2	
Level 4	Fashion Promotion in Practice	20 CAT	Visual Communication	20 CAT
	Fashion Promotion in Context	20 CAT	Brands, Branding and Social Media	20 CAT
	Principles of Marketing	20 CAT	Marketing in a Digital World	20 CAT
Exit at the end of Level 4: Certificate of Higher Education (CertHE)				
Level 5	Fashion, Editorial and Advertising Photography	20 CAT	Fashion Events and Promotion	20 CAT
	Fashion, Retail and Consumer Trends	20 CAT	Creativity: The Creative Industries	20 CAT
	The Consumer Behaviour Analyst	20 CAT	Options: Work Placement **or** E-Commerce and Digital Marketing	20 CAT
Exit at the end of Level 5: Diploma in Higher Education (DipHE)				
OPTION: Sandwich Year in the Industry				

Level 6 Option 1	Enterprising Futures	20 CAT	Major Project Portfolio	40 CAT
	Creative Research Project	20 CAT		
	Brand Management	20 CAT	Marketing Strategy and Planning	20 CAT

Level 6 Option 2	Enterprising Futures	20 CAT	Project Portfolio OR Major Project Portfolio	20 CAT 40 CAT
	Creative Research Project	20 CAT	Managing Luxury Brands and Branding *OR* PR, Propaganda and Persuasive Communications *OR* Funding Enterprise Projects	20 CAT
	Brand Management	20 CAT	Marketing Strategy and Planning	20 CAT

Placements information

The opportunity to attain relevant work experience is fundamental to the degree offer. Students can take a work placement at level 5 and if they wish take a sandwich year at the end of level 5. Students are also encouraged to develop their networking skills to exploit all opportunities to gain industry insight and work experience throughout their time at LSBU.

H. Course Modules

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

Module Code	Module Title	Level	Semester	Credit value	Assessment
CIN_4_FPP.1	Fashion Promotion in Practice (C)	4	1	20	*Formative Assessment:* Presentation/display of work-in-progress *Summative Assessment:* 100% practical assessment consisting of two sub-components: 1. Creative Portfolio:

					60% A Portfolio of work that meets the requirements of the project brief and demonstrates the ability to communicate visual ideas through an appropriate use of professional image capture and production techniques. (1,200 words equivalent) 2. Supporting Workbook: 40% A workbook including appropriate supportive material. (800 equivalent)
CIN_4_FPC.1	Fashion Promotion in Context (C)	4	1	20	*Formative Assessment:* Presentation/display of work-in-progress *Summative Assessment:* Essay: 100% 1,500 - 2000 word, referenced and illustrated essay
BBM_4_PRM.1	Principles of Marketing (C)	4	1	20	Closed book Multiple Choice Tests: Summative assessment: 100% coursework: SC1: Structured Presentation (40%) SC2: MCQ and Short Answer Test (60%)
CIN_4_VCO.1	Visual Communication (C)	4	2	20	*Formative assessment:* Continuous feedback will be offered during seminar and workshop activities *Summative Assessment:* This module will be **100% coursework** assessed and will consist of two sub-components as follows: **1. Creative Portfolio: 80%** A Portfolio of work that

					meets the requirements of the project brief and demonstrates the ability to communicate visual ideas through an appropriate use of professional image capture and production techniques. (1,200 words equivalent) **2. Individual Statement: 20%** An individual evaluation of the student's participation and contribution to group and individual activities. (300 words equivalent)
CIN_4_BBS.1	Brands, Branding and Social Media (C)	4	2	20	100% Portfolio submission
BBM_4_MDW.1	Marketing in a Digital World (C)	4	2	20	A group exhibition (60%) An individual portfolio of 2,500 words (40%)
AME_5_FEA.1	Fashion, Editorial and Advertising Photography (C)	5	1	20	*Formative Assessment:* A structured mid-point assessment exercise allowing students to review team-working and professional roles. *Summative Assessment:* CW1 (80%): Project portfolio A resolved body of photographic work in response to module brief. A workbook in physical or digital form evidencing research and development. CW2 (20%): Portfolio presentation. Oral presentation of resolved body of work to a portfolio review panel
CIN_5_FRC.1	Fashion, Retail and Consumer Trends (C)	5	1	20	*Formative assessment:* Feedback will be given during seminar and workshop activities, and on draft work that students are encouraged to submit prior to summative assessment.

					Summative assessment: Written Report: 100% (2,500 - 3,000 words equivalent) A written and illustrated report that meets the requirements of the project brief and demonstrates the ability to communicate ideas effectively from appropriate analytical research.
BBM_5_CBA.1	The Consumer Behaviour Analyst (C)	5	1	20	Individual Presentation (50%) Examination (50%)
CIN_5_FEP.1	Fashion Events and Promotion (C)	5	2	20	*Formative Assessment:* Formative assessment is given at review points during the module. *Summative Assessment:* **CW1. Fashion Event: 70%** Produce and/or manage a fashion event to a specific brief (2,000 words equivalent) **CW2. Presentation: 30%** A 6-7 min. individual presentation detailing the creative production and management responsibilities of the student and evaluating their overall effectiveness during the event. (800-1,000 words equivalent)
CIN_5_CCI.1	Creativity: The Creative Industries (C)	5	2	20	50% Report 50% Creative Project
CIN_5_WPC.1	Work Placement (option)	5	2	20	*Formative assessment:* Students help to set learning outcomes of the placement at the beginning of the module.

					Mid-semester and end of semester review. *Summative assessment:* CW1: Confirmation of successful completion of work placement (50%) Cw2: PowerPoint presentation focusing on one aspect of the placement experience (50%)
CIN_6_ENF.1	Enterprising Futures (C)	6	1	20	*Formative assessment:* Formative assessment is given at review points during the module. *Summative assessment:* CW1. Personal and Professional Development Plan (PPDP): 50% (1,500 words equivalent) CW2. Practical Outcome: 50% A body of practical work will support the PPDP, relating to personal career ambitions and networking activities. (1,500 words equivalent)
BBM_6_BMA.1	Brand Management (C)	6	1	20	*Formative Assessment***:** Group Presentation: 10 minute presentation + question time. *Summative Assessment*: Report, 2,000 words (50%) 2-Hour Seen Exam (50%)
CIN_6_CRP.1	Creative Research Project (C)	6	1	20	*Formative assessment:* Individual and small-group presentations throughout the delivery of the module will enable students to communicate their understanding and application of key ideas, skills and analytical techniques to a variety of

					topics and case studies. Informal in-class feedback will be provided by peers and tutors. There will also be opportunities for feedback on draft written work prior to submission. *Summative assessment:* 100% coursework assessed, consisting of either: **Dissertation 100%** Research paper of 5,000 words plus a bibliography OR **Practice-based dissertation: 100%** Research paper of 2500 words supported by a series of relevant and original media (i.e. photographs, illustrations, films, 1,500 – 1700 words equivalent) to be negotiated with module tutors OR **Marketing Report: 100%** Substantial piece of market research 5000 words or equivalent) that identifies market opportunities in an area of the fashion business, together with appropriate promotional strategies.
CIN_6_MPP.1	Major Project Portfolio (C)	6	2	40	*Formative assessment:* Project Pitch with appropriate supportive material. *Summative assessment:*

| | | | | | 100% Practical Assessment constituting of the below two elements:

CW1. Major Project Portfolio: 80%
Major body of work presented in an appropriate professional context to a specific target audience - to be negotiated with module tutors in relation to the module's 400 hours of study time (5,500 words equivalent)

CW2. Supporting Workbook: 20%

A workbook including appropriate supportive material, demonstrating:

Breadth of research and depth of analysis Experimentation and creative ideas development Planning and comprehensive recordkeeping. (1,500 words equivalent) |
| CIN_6_PJP.1 | Project Portfolio (C) | 6 | 2 | 20 | *Formative assessment:* Individual and small-group presentations throughout the delivery of the module will enable students to communicate their understanding and application of key ideas, skills and analytical techniques to a variety of topics and case studies. Informal in-class feedback will be provided by peers and tutors. There will also be opportunities for feedback |

					on draft written work prior to submission. *Summative assessment:* 100% coursework assessed consisting of two components: **CW1. Report 20%** Written report containing project proposal and appropriate supporting materials to meet the requirements of the project brief. (700 – 1,000 words equivalent) **CW2. Major Project Portfolio: 80%** Body of work presented in an appropriate professional context to a specific target audience - to be negotiated with module tutors in relation to the module's 200 hours of study time. (2,500 – 2,800 words equivalent)
BBM_6_MSP.3	Marketing Strategy and Planning (C)	6	2	20	Individual Marketing Plan (100%)
BBM_6_MLB.1	Managing Luxury Brands and Branding (option)	6	2	20	*Formative assessment.* Group work: satisfactory completion of a situational analysis for a chosen luxury brand to qualify for summative coursework *Summative Assessment:* 2-hour seen exam (50%) Written report (2000 words) (50%)
BBM_6_PRP.1	PR, Propaganda and Persuasive Communications (option)	6	2	20	Individual presentation (video or poster) (50%) Essay, 2000 words (50%)

BBS_6_FEP.1	Funding Enterprise Projects (option)	6	2	20	*Formative Assessment* The *formative* elements will help develop the module contents through skills enhancement in funding enterprise projects to improve the attainment of knowledge leading to the summative elements (below).
					Summative Assessment: 100% coursework assessed-consisting of two sub-components:
					CW1. A technical analysis (profile record) report of funding options (2,500 words), 50% (including a technical systems analysis of market funding conditions via funding establishments in current market climate)
					CW2. A technical budget plan for funding an entrepreneurial business case (2,500 words), 50%

I. Timetable information

Timetables are an extremely complex element of university administration. We endeavour to communicate final versions of timetables to students as soon as they are available. For new students, Induction is the point at which timetables are disseminated and for returning students, the beginning of September. In general, students are expected to be in classes across 3 days of the week with the remainder set aside for independent study. Wherever possible we do not teach on a Wednesday afternoon, allowing students time to participate in sports and cultural activities. Where in the rare instance changes to the timetable occur in session, the VLE (Moodle) will be used to alert students.

J. Costs and financial support

Course related costs

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

Tuition fees/financial support/accommodation and living costs

-    Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
-    http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding

- Information on living costs and accommodation can be found by clicking the following link-
  https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Terminology

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

	Modules	Codes														
Level	Title	Code	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	C5	D1	D2	D3
4	Fashion Promotion in Practice	NEW	tda	td	td	tda		td	tda		t		td	td	td	tda
4	Fashion Promotion in Context	NEW	tda	td	td	tda	td		tda				td	td	tda	td
4	Principles of Marketing	BM_4_PRM	tda	tda	tda	td	tda	td		td		tda	tda			tda
4	Visual Communication	NEW	td	td	tda	td		td	tda		t	t	tda	td	tda	td
4	Brands, Branding and Social Media	NEW	tda	td	tda	td	t	td	tda	t	t	tda	tda	td	tda	tda
4	Marketing in a Digital World	BBM_4_MDW	tda	tda			tda			td		tda	tda	tda	td	td
5	Fashion, Editorial and Advertising Photography	AME_5_FEA	td	td	td	td			tda		tda	tda		td	tda	
5	Fashion, Retail and Consumer Trends	NEW	tda	td	td	d	tda	d		tda		td	td		td	tda
5	The Consumer Behaviour Analyst	BBM_5_TIM	tda	tda		tda	tda			tda					tda	
5	Creativity: The Creative Industries	NEW	tda		td	tda		tda	td		tda	tda	td	td	td	tda
5	Fashion Events and Promotion	NEW	td	tda	td			tda	tda			tda		tda	td	td

			1	2	3	4	5	6	7	8	9	10	11	12	13	14
5	E-Commerce and Digital marketing	CRT_5_EDM	**tda**	**tda**	**tda**	**d**	**d**	**d**	**tda**	**tda**	**d**	**da**	**da**	**d**	**d**	**d**
5	Work Placement	CIN_5_WPC	**d**	**d**	**d**	**d**	**d**	**da**	**tda**	**d**	**tda**	**tda**	**tda**	**tda**	**tda**	**tda**
6	Enterprising Futures	NEW	**td**	**tda**	**td**	**tda**	**d**	**td**	**td**		**tda**	**tda**	**tda**	**d**	**d**	**tda**
6	Creative Research Project	NEW	**tda**			**tda**	**tda**			**tda**					**tda**	
6	Brand Management	BBM_6_BMA	**td**	**td**	**tda**	**td**	**tda**		**tda**	**tda**	**d**	**td**	**d**	**d**	**tda**	**d**
6	Major Project Portfolio (OPTION)	NEW	**tda**	**tda**	**d**	**td**	**d**	**tda**	**tda**	**d**	**tda**	**tda**	**d**	**tda**	**td**	**d**
6	Project Portfolio (OPTION)	NEW	**tda**	**tda**	**d**	**td**	**d**	**tda**	**tda**	**d**	**tda**	**tda**	**d**	**tda**	**td**	**d**
6	Marketing Strategy and Planning (OPTION)	BBM_6_MKS		**td**	**tda**	**tda**	**tda**		**td**	**tda**	**td**	**d**	**d**	**d**	**d**	**tda**
6	Managing Luxury Brands and Branding (OPTION)	BBM_6_MLB	**td**	**tda**	**tda**	**tda**	**tda**			**tda**	**td**	**d**	**d**	**d**	**tda**	**a**
6	PR, Propaganda and Persuasive Communications (OPTION)	BBM_6_PRP	**tda**	**td**	**tda**	**d**	**tda**			**tda**	**td**			**d**	**tda**	**d**
6	Funding Enterprise Projects (OPTION)	BBS_6_FEP				**da**	**tda**	**d**	**tda**	**tda**		**d**			**tda**	

Appendix B: Embedding the Educational Framework for Undergraduate Courses

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

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

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

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

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

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

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

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	• The School of ACI's Industry Panel • Expert staff with industry backgrounds • Live briefs set by industry professionals • High degree of practitioner input throughout the degree • Leads to a course designed to respond to rapid changes in employment, production and consumption that characterises the world of fashion today • LSBU Job Shop • LSBU was named the best university for graduate employment prospects by The Times and The Sunday Times Good University Guide 2018
Embedded learning development	<u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	• Significant emphasis placed on 'learning to learn in HE' across all level 4 modules • Consistent use of formative assessment • Input from the Learning Resource Centre and Library in delivery of study skills at level 4 • Personal tutorials to discuss feedback and student wellbeing, with referral procedures in place if required to our Student Life Centre
High impact pedagogies	<u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops	• Experiential learning through a variety of real-time live case studies culminating in industry pitches or presentations

	student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	• A high degree of classroom delivery based on active participation in group work or peer learning • A strong sense of professionalism underpins classroom activity with students understanding the values of time-management, punctuality, listening to the views of others, teamwork and collaboration
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	• All lecture materials, readings and guidance notes posted weekly on the VLE for easy student access • Alternative formats made available to meet students' specific learning requirements and supported through the personal tutor system
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high	• A variety of assessment modes offered throughout the degree that speak to the diverse student body at LSBU • Ongoing class exercises to allow for consistent feedback and to prepare students for the final assessment • London positioned as a canvas for 'learning by doing', explored via trips to galleries, museums and fashion shows etc. • Students are encouraged to develop their own photographic work when out in the field which will feed into their own creative outputs • Regular touchpoints throughout the degree to

	expectations and develops a commitment to **excellence**.	explore any issues students might be experiencing and to respond accordingly through specialist support (Student Life Centre)
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	• Focus on supported student-led projects at levels 5 and 6, tailored to each student's personal strengths and career ambitions across a broad spectrum of specialisms within Fashion Promotion • Capstone research project at level 6 preparing students for the job market • Assessment that mirrors how industry approaches to client business is fuelled by research and evidenced through outputs such as pitches, poster presentations, market research reports and case studies
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills	• Through the utilisation of live briefs students are encouraged to think critically around the concept of fashion promotion: what it is and how it can be successful when located in the broader context of promotional culture • High degree of specialist modules at level 6 allowing students to prepare for their chosen routes into the world of work of Fashion Promotion. • Opportunities for live briefs and industry collaborations in London and internationally • Opportunities to engage with fashion events: internally for self-promotion at an individual

	and can be linked to assessment if appropriate.	and course level and externally with important industry events in the fashion calendar, including London Fashion Week

Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u>
	An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.
		• The course is delivered through a wide spectrum of delivery modes that speak to the disciplines of both fashion and marketing. As a result students will experience:
		   o Lectures: large and small in terms of student numbers
		   o Seminars: discussing and exploring key themes in detail, supported by directed reading activities
		   o Workshops: responding to briefs and creative problems
		   o Practical demonstrations: to enhance learning on key software
		• Guest industry speakers: to allow students to engage with key debates currently permeating the fields of marketing and fashion promotion

Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based	• Course Director runs own fashion business • Enterprise embedded in the curriculum in a variety of forms at all levels • Placement module at level 5 • Opportunity to take a sandwich year • Opportunities to engage with the award-winning student enterprise team at LSBU. LSBU was awarded the title of Entrepreneurial University of the Year by The Times Higher in 2016-17

	learning can be linked to assessment if appropriate.	• Development of a marketing skillset centred on people management, problem solving, critical analysis, networking and commercial acumen

Embedded learning development	<u>Writing in the disciplines: Alternative formats</u>
	The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.
		• The aim of this degree is to prepare students for graduate-entry positions within the field of fashion promotion. To meet this goal, the degree is consistently employer facing, designing its teaching and learning strategy around what students need to know to succeed in this competitive field.
		• Through a diverse set of assessment practices, students are encouraged to explore different ways of expressing their thoughts and ideas, as practised in an industry/client setting. These include:
		   ○ Poster presentations
		   ○ Pitching for business
		   ○ Industry case studies
		   ○ Campaign design
		   ○ Reflective analysis
		   ○ Portfolios
		   ○ Casebook
		   ○ Marketing plan
		   ○ Group Exhibition

High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or	• The degree seeks to produce graduates who are both creative and business savvy • The degree offers a unique combination of theoretical, practical/applied and enterprise skills as well as applying the principles, theories and frameworks of their respective industries • Opportunities are available to take extra-curricular practical fashion making classes at our

	interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	partner institution, Morley College
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	• Through the adoption of an 'assessment for learning' approach, students will have the opportunity to respond to live briefs that encourage imaginative responses drawing on a wide range of media including oral presentation; short video; Powerpoint presentation; reflective journal; portfolio of creative work • Students are encouraged to recognise the value of studying in multicultural London, with emphasis placed on adding to their cultural capital which again informs and shapes their creative output • Through portfolio-based assessment, students are able to practice and develop their skills in a supportive learning environment • Throughout the degree there are opportunities for students to practise, rehearse and develop skills and apply knowledge through the implementation of formative assessment
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	• To ensure that the degree speaks consistently to the aspirations of its students its delivery and assessment remains outward-facing throughout. Students develop soft and hard skill sets to prepare them for the workplace • The ethos of the degree from induction to graduation is based around excellence and professionalism: the responsibilities that come with

		team work; recognition of the value of punctuality and good timekeeping; the importance of meeting deadlines and above all, the ability to be open minded to the ideas of others and to learn from all opportunities that arise to shape your creative potential.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	<u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	• At level 6 students who are more creative, and interested to pursue a creative career in the industry, can take the module Major Project Portfolio (40 credits). This will allow them to develop a solid portfolio of practice, which they can use to approach agencies and publishers in pursuit of an entry-level job in the industry. • Students who are more business-minded, and more adept in the Marketing side of this degree, will also have the opportunity to develop a Project Portfolio, albeit a smaller one (20 credits). Alongside that, they can take an extra module from the Business School, which will offer them a greater, more specialist insight into one of those areas: Managing Luxury Brands and Branding; or PR, Propaganda and Persuasive Communications; or Funding Enterprise Projects.

Appendix C: Terminology

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

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

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

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