Programme Specification

SECTION A: CORE INFORMATION

1. Name of programme: Fashion Product and Promotion
2. Award title: BA (Hons)
3. Programme linkage: No
   Is this part of group of linked
   programmes between which students
   can transfer at agreed points?

4. Is the programme a top-up only?   No

5. Does the programme have a   No
   Foundation Year (Level 3)
   associated with it?
   So that students enter for a four-year
   programme and progress directly
   from the Foundation Year to Stage 1
   without having to re-apply?

6. Level of award: Level 6
7. Awarding Body: University of Sunderland
8. Department: Arts and Creative Industries
9. Programme Studies Board: UG Design
10. Programme Leader: Jill Kirkham

11. How and where can I study the programme?

This programme is not delivered on campus in Sunderland, the programme is only available for study through a partner college, Management Development Institute Singapore (MDIS) at their sites in Singapore and Tashkent.

At a partner college:	
Full-time overseas	✓
Part-time overseas	✓

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	3	9
Part-time	6	9

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the relevant college.

SECTION B: FURTHER CORE INFORMATION

The Outline Proposal Form for Academic Development Committee is used for questions 13 to 25.

26. Learning and teaching strategy

- develop independent, active and reflective learners;
- create learning environments where teaching approaches, learning technologies, and institutional structures and culture foster these learners;
- ensure that staff are supported and developed for their roles, and valued for their contribution to learning and the learner experience;
- promote learning partnerships in which innovative, supportive and challenging practice inspires students to approach their courses and careers with curiosity, enthusiasm and creativity.

Lectures
- to present and explain factual information and give a grounding in the key theories, genres and works associated with design practice.

Seminars
- to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and thinking.

Demonstrations and hands-on tuition
- to show you practical techniques both in the studio and on the computer.

Group critiques
- to allow you to practice presenting your work to others and to develop the ability to become reflective in your practice, and to learn from the feedback of others.

Tutorials
- are very frequent throughout the programme. They are either one-to-one with the tutor or in small groups to discuss your ideas, thinking, approach, analysis, facts.

Electronic learning resources
- develop skills of research and analysis, and encourage you to become an independent learner embracing the notion of professional self-development.

Independent learning or private study
- encourages you to become resourceful and self-reliant using your own initiative and time management skills. With experience you also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

Presentations
- Over time, you will gain practice presenting your work as would be expected in industry in a client presentation situation. This not only helps with your oral and visual presentation skills, it helps you to develop the skills to evaluate your own work and concisely identify the key points that can sell the idea to your audience.

27. **Retention strategy**.

The University has a range of strategies in place to guide and support students which help to maintain retention:

Induction
Students enrolling on this programme are taken through a week of induction activities, introducing them to the University, the staff and fellow students. There is normally a range of fun creative projects, a field trip, prizes, library inductions and students union activities all designed to help students make friends, settle in to University life, find their way around and get ready for their studies

Student Handbook
All design students receive a student handbook that explains important things about their academic studies, how and where to get advice and support, and directs them to some of the wider support systems in place for students.

Student Reps
Students on all programmes at each stage elect a student representative who can speak for them at the various committees and forums where decisions are made about how the programme is run.

Registers and Communications/Meetings
The University has a system of attendance monitoring using registers that students scan into each contact session, electronically. Any absences are noted and admin staff contact each missing student by text message to make sure everything is okay and to ask if they need any support. Further unexplained absences result in more formal letters being sent to ask for a meeting with the student at which any issues can be resolved. SSLC Each department holds Staff Student Liaison Committee meetings at least once per term at which students and staff are invited to identify things that are worth commending about the operation of each programme, as well as things that need to be addressed. An action plan ensures that all agreed actions are followed up and addressed.

Personal tutor
All students are allocated a personal tutor who is there to turn to and who can support them or direct them to where appropriate help may be obtained. Students can request a change of tutor without any questions asked.

Comprehensive additional support
All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. These services are available via the Student Gateway or directed by tutors.

SECTION C: TEACHING AND LEARNING

28. What is the programme about?

The Design Degrees are a grouping of related programmes providing vocationally oriented programmes which are studio based and practical/visual/aesthetic in nature.

The aims of this programme are in accordance with the design courses and are:

- To provide opportunities for students to gain a systematic and coherent understanding of the various theoretical, historical, cultural and contextual dimensions impacting on design practice;
- To encourage students to combine highly specialised technical and conceptual skills to enhance their creativity;
- To promote self-reflective and meaningful approaches to learning with the specialised research skills to observe, investigate and critically evaluate information from a wide range of sources;
- To produce graduates with the appropriate range of subject-specific and professional skills necessary to pursue their chosen careers;
- To develop in students, a high level of communication skills in the presentation of creative professional work.

29. What will I know or be able to do at each Stage of the programme?

Learning Outcomes Stage 1 – Skills
By the end of this Stage of the programme successful students should know, understand or be able to do the following:

S1   demonstrated an ability to generate and develop ideas employing a range of materials, processes, environments and/or technologies to resolve design problems in relation to Fashion Product and Promotion. (QAA S1, S3, S7 and NICATS L1)

S2   demonstrated an ability to communicate their ideas and information in visual, oral and written forms. (QAA S4 and NICATS L1)

S3   demonstrated an ability to evaluate information and use it to plan and develop investigative strategies. (QAA S2, S6 and NICATS L1)

S4   Exercised a range of essential skills including self-management of workloads and deadlines, taking responsibility for the nature, quantity and quality of outputs. (QAA S5, S8, S9, S10 and NICATS L1)

Learning Outcomes Stage 1 – Knowledge
By the end of this Stage of the programme successful students should know, understand or be able to do the following:

K1   have demonstrated a basic knowledge and understanding of some of the key theoretical and contextual dimensions of their subject. (QAA- QK1 and NICATS L1)

K2   be able to recognise and discuss some of the issues which arise from the designer's relationship with audiences, clients, markets, users, consumers &/or participants (QAA- QK2 and NICATS L1)

K3   be able to explain and contrast some of the major developments in current and emerging technologies and the significance of the work of other practitioners in their discipline. (QAA- QK3, QK4 and NICATS L1)

K4   have sufficient knowledge and understanding of their subject to be able to analyse information and experiences, formulate reasoned arguments and recognise their personal strengths and needs, learning from the critical feedback of others. (QAA- QK5, QK6 and NICATS L1)

Learning Outcomes Stage 2 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

S5   demonstrated with some degree of innovation, an ability to generate and develop ideas and concepts, incorporating specialised technical, creative and conceptual skills. (QAA- QS1, QS3, QS7 and NICATS L2)

S6   demonstrated the ability to communicate their ideas and information in visual, oral and written forms exercising appropriate judgment in the choice of media and approach. (QAA- QS4 and NICATS L2)

S7   demonstrated the ability to navigate, retrieve, analyse and evaluate a wide range of information including through observation, visualisation and enquiry. (QAA- QS2, QS6 and NICATS L2)

S8   Exercised a range of transferable skills including interpersonal, social and presentation skills accepting responsibility for achieving personal and/or group outcomes. (QAA- QS5, QS8, QS9, QS10 and NICATS L2)

Learning Outcomes Stage 2 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

K5   have demonstrated a critical understanding of the key theoretical, historical and contextual dimensions of their field and how theory informs design practice. (QAA- QK1 and NICATS L2)

K6   be able to examine and question the designers relationship with audiences, clients, markets, users, consumers &/or participants and plan approaches to work based around that understanding (QAA- QK2 and NICATS L2)

K7   be able to apply specialist knowledge and understanding to experiment with some of the major developments in current and emerging technologies and begin to critically evaluate the work of other practitioners in their discipline. (QAA- QK3, QK4 and NICATS L2)

K8   have sufficient knowledge and understanding of their field to develop as self-reflective practitioners using new knowledge, feedback and experience to help improve their work (QAA- QK5, QK6 and NICATS L2)

Learning Outcomes Stage 3 – Skills
By the end of this Stage of the programme successful students should know, understand or be able to do the following:

S9   demonstrated through a body of work, proficiency in generating and developing innovative ideas and concepts through to professional outcomes, utilising highly specialised technical, creative and conceptual skills. (QAAQS1, QS3, QS7 and NICATS L3)

S10   demonstrated that they can transfer and apply their creative skills in a range of situations and communicate their ideas and information in visual, oral and written forms exercising appropriate judgment in the choice of media and approach. (QAA-QS4 and NICATS L3)

S11   demonstrated proficiency in their ability to utilise highly specialised, technical, scholastic or research skills to observe, investigate and critically evaluate information and concepts from a wide range of sources. (QAA- QS2, QS6 and NICATS L3)

S12   Exercised a range of professional skills including social, interpersonal, presentation, I.T and self-management skills accepting complete accountability for determining and achieving personal and/or group outcomes. (QAA- QS5, QS8, QS9, QS10 and NICATS L3)

Learning Outcomes Stage 3 – Knowledge
By the end of this Stage of the programme successful students should know, understand or be able to do the following:

K9   have demonstrated a systematic and coherent understanding of the various theoretical, historical, cultural and contextual dimensions impacting on design practice. (QAA- QK1 and NICATS L3)

K10   be able to critically evaluate new information, concepts and evidence from a range of sources, and consolidate their understanding of the relationship between designer, audiences, clients, markets and creative communication. (QAA- QK2 and NICATS L3)

K11   have applied a professional level of knowledge and understanding to the highly specialised technical, creative and conceptual aspects of their discipline. (QAA-QK3, QK4 and NICATS L3)

K12   be able to use their specialist knowledge and understanding to be selfreflective practitioners, and to engage in self-directed professional development (QAA- QK5, QK6 and NICATS L3)

Learning Outcomes – Ordinary degree

If you are awarded an Ordinary degree you will have achieved the majority of the learning outcomes for the programme studied. However you will have gained fewer credits at Stage 3 than students awarded an Honours degree, your knowledge will typically be less broad and you will typically be less proficient in higher-level skills such as independent learning.

30. What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (i.e. compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the programme regulations.

Stage 1

Students will be introduced to the essential skills, theory and knowledge required to develop their abilities in Fashion Product and Promotion.

Specifically, they will learn:
- how to generate ideas and concepts, and then develop them to full creative designs;
- techniques for creating and editing images and photography, using both traditional and digital methods;
- about philosophies and approaches to Fashion Product and Promotion and its relationship to human usage, market needs, end-user needs, style;
- key design principles, processes and techniques involved in generating fashion designs and branding concepts;
- the context and history of design, both for print and screen and clothing. principles, theory and techniques for the production of promotional materials;
- creative design core skills for product development and manufacturing;
- principles of core illustration and design skills in relation to the practice of developing Fashion Concepts

Stage 2

Students will develop their technical and creative skills as well as their understanding of the history, culture and context of Fashion Product and Promotion, and have the opportunity to work at a more advanced level.

They will learn:
- advanced Fashion Promotion including branding concepts and photography and styling for fashion;
- advanced Fashion Product including techniques of design development , technical pattern cutting and product creation;
- about designing and creating a portfolio of work which demonstrates key skills including presentation and layout and a personal design style.

Stage 3

By the end of Stage Two, students will have developed considerable technical and creative abilities in Fashion Product and Promotion. They will use level three to apply those skills in order to build a highly creative portfolio of work and gain the experience of working at a professional standard in readiness for employment. Level three will focus their energies on developing a creative identity and an understanding of their own philosophy or approach to Fashion Product and Fashion Promotion.

They will have the opportunity to:

- enter Fashion related design competitions and industry project briefs;
- negotiate small and large projects with the possibility of live work;
- produce a meaningful piece of written work considering and exploring an aspect of Fashion related visual, screen or print-based design in more depth

31. How will I be taught?

Scheduled teaching activities	X
Independent study	X
Placement	

The Programme uses a diverse range of teaching and learning strategies that assist in the development of technical and professional skills of students. In the early stages of the Programme, the modules are staff led, providing teaching and learning through staff led sessions and seminars. However, by stage 3 the self-negotiated projects/dissertation lead to a greater student-led emphasis within their learning with staff guidance. Each module offers a variety of individual tutorials, seminars, hand-outs, demonstrations, peer reviews, and feedback.

A list of the modules in each Stage of the programme can be found in the Programme Regulations.

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the Matrix of Modes of Teaching.

32. How will I be assessed and given feedback?

Written examinations	N/A
Coursework	X
Practical assessments	X

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the Matrix of Modes of Teaching.

The generic assessment criteria which we use can be found here. Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	**YES**	
This programme uses the Subject Specific Assessment Criteria	**YES**	

The University regulations can be found here.

Creative assignments or studio practice
to test your understanding and abilities to design creatively, and communicate ideas to your target audience effectively, as well as your ability to plan work over a period of time.

Sketchbooks, journals and design diaries
to give you and tutors a way of reflecting on how ideas and concepts have developed. It also gives an indication of your research skills and the depth of thought, analysis, evaluation and synthesis of ideas that has taken place, and the influences that have impacted on the design process.

Written assignments, essays and reports
are used to test knowledge and understanding. They also test your academic research skills and the ability to select critical detail from large amounts of information and to interpret, evaluate, organise and present a coherent argument or report based on that information.

Seminar and Viva presentations
are used to test your ability to sift key information and present it coherently and succinctly to an audience. Depending on the nature of the project, the assessment may require that you present individually or as part of a team.

Online Quiz
may be used where appropriate to evaluate your understanding of key lecture materials and design principles. For example, this may be a time limited multiple choice question and answer quiz; and may be available for completion both on and off site.

Assignments will normally be assessed by at least two members of the tutorial team; with a number of projects also being assessed at the University for the purposes of parity. The External Examiners will be 'sampling' a broad section of assignments in terms of assessment, but are also likely to be viewing the work of the entire module cohort.

Assessment for assignments within all modules are documented in each of the Module Guides; describing how the Learning Objectives correlate with the Assessment Criteria. See the Assessment Criteria later in this module guide to understand how your work will be assessed.

The University aims to return marked assessments and feedback within 4 working weeks of the assignment submission date after internal moderation processes have been completed. If this is not possible, students will be notified by the Module Leaders when the feedback is available and how it can be obtained.

The Academic Misconduct Regulations and associated guidance can be found here. It is the responsibility of students to ensure they are familiar with their responsibilities in regards to assessments and the implications of an allegation of academic misconduct.

Students should refer to the University Regulations for information on degree classifications and compensation between modules.

33. Teaching, learning and assessment matrix

NB. Not all option modules may be offered in any one academic year and will depend on the availability of staff and the priorities of the school. In addition, modules will usually need to be selected by a minimum number of students. Option modules may be available on more than one programme and the Programme Leaders will liaise with the Faculty Management Team to ensure there is a reasonable amount of choice in any given year.

Stage 1

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S1	LO S2	LO S3	LO S4	LO K1	LO K2	LO K3	LO K4
Design Theory	THD 104	Core	Lectures, Private study, seminars	Essay, seminar		x	x	x	x	x	x	x
Introduction to Design Practice and Fashion Promotion	FSD 140	Core	Lectures, demonstration, Tutorials, directed learning, studio practice, critiques, computer based learning	Practical assignment, Research Journal, Research Documents	x	x	x	x	x			x

Intro to Fashion Product	FSD 111	Core	Lectures, demonstration, workshop induction, critiques, Tutorials, directed and independent learning, studio practice	Practical assignment, and Research	x		x			x	x	x

Stage 2

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S5	LO S6	LO S7	LO S8	LO K5	LO K6	LO K7	LO K8
Design Theory 2	THD 203	Core	Lectures, Private study, seminars	Essay, seminar	x		x	x	x		x	x
Advanced Fashion Product	FSD 211	Core	Lectures, demonstration, Tutorials, directed learning, studio practice, critiques, computer based learning	Practical assignment, Research Journal, Research Documents	x	x		x	x			x

Advanced Portfolio and Illustration	FSD 213	Core	Lectures, demonstration, Tutorials, group critiques, directed and independent learning, studio practice	Practical assignment, Research and Development work	x	x		x		x		x
Advanced FashionPromotion	FSD 212	Core	Lectures, demonstration, workshop induction, critiques, Tutorials, directed and independent learning, studio practice	Practical assignment, and Research	x	x	x		x	x	x	

Stage 3 Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S9	LO S10	LO S11	LO S12	LO K9	LO K10	LO K11	LO K12
Design Research Project	THD 300	Core	Tutorials	Dissertation			X	X	X	X		x

Professional Portfolio	FSD 301	Core	Tutorials ,Studio practice critiques	Practical assignment, Research	x	x	x	x	x	x	x	x
Design Final Major Project	EXD 300	Core	Tutorials, studio practice, critiques, Viva	Written Proposal Research journals, Viva Voce, presentation of final assignment.	x	x	x	x	x	x	x	x

*Indicates a compulsory module which must be successfully passed for progression to further modules or to the next academic year of study.

34. How does research influence the programme?

Design Staff were entered into the recent REF and some of design research outputs were rated as world leading (4*) and other output at 2* - internationally and nationally significant. The majority of research outputs in Arts and Design were of international standing and design research informs and feeds into teaching. Several staff are currently undertaking doctoral degrees and there are 30 PhD students in the Arts and Design academic area. Some design staff are PhD supervisors. Design staff are also engaged with KTP activity and Collaborative Industrial Partnerships (CIPS). These enterprise activities and connections to industry also help support the development of student employment opportunities and the currency of the curriculum.

SECTION D: EMPLOYABILITY

35. How will the programme prepare me for employment?

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

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Staff teaching on this programme have a very wide range of experience in the Fashion Design industry. Some are permanent part time and run their own graphics studios when they are not teaching at the University. Others have decades of recent industry experience before they joined the University. Most have a consultancy profile which keeps their skills up to date within the industry and the team has an extensive network of industry contacts.

The Design teams alumni contacts include students who have achieved great success and are now in positions of considerable influence in the design industries. A large number of alumni are actively involved with our current students. They help us to arrange portfolio interviews and internships. They let us know when jobs come up that might suit our students, and they come to talk to our students at various points in their courses. This is a real strength that we continue to make the most of for the benefit of our students.

Most students from this programme go on to pursue a career in the wider fashion industry. However, the skills learned will also enable them to work in a very wide range of jobs within the creative industries or further afield. It would also enable them to pursue further study to MA level or beyond.

For information about other opportunities available to our students who study on campus, click here.

Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

36. Professional statutory or regulatory body (PSRB) accreditation.

PSRB accreditation is not relevant to this programme	X
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

SECTION E: PROGRAMME STRUCTURE AND REGULATIONS

Complete and insert Part B of the Programme Regulations Form, for question 39

SECTION F: ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

40. What are the admissions requirements?

The University's standard admissions requirements can be found in the university regulations. Programme-specific requirements which are in addition to those regulations are given below.

The current entry requirements for this programme is as specified in the Fees and Entry Requirements section on the programme page on the University's website.

If yes, to which Stages?

Stage 1	
Stage 2	X
Stage 3	X

The course will also take direct entry to stages 2 and 3 two or three depending on prior experience or having suitable qualifications such as HND or Foundation degree. The key criteria here will be based on relevant previous experience and this will be assessed at interview.

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found here but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

41. What kind of support and help will there be?
a. in the department:

Every student receives personal copies of the programme handbook or has access to them online. These contain a wide range of information including the current Induction information and the relevant safety policy as well as information on how to access the full University Services.
Every student, at the beginning of the induction period, is supplied with detailed timetables of the induction activities and of the course on to which he/she has enrolled.
Students requesting or showing signs of needing additional support or who have specific learning needs will be advised and directed to the support available. All

students are asked to complete induction evaluation questionnaires to comment on the effectiveness of the induction programme.

On commencement of the programme, all students are allotted a personal tutor who will support them through their studies. Both the personal tutor and the programme leader support students by helping them to understand and navigate through the modular credit scheme and also, where appropriate, by acting as a signpost to refer students to any of the other support systems within the University or beyond.

Tutorials will normally take place at least twice a term (and more often as necessary) in order to discuss programme-specific issues and identify any personal difficulties and to help to develop and maintain the students progress file. Students normally see their personal tutor individually at appropriate points during each term to discuss their progress. Students will be referred to Student Services, Financial Counsellor, Students Union and other appropriate agencies who offer expertise to deal with issues of a more personal nature. Students are informed about the careers service, the counselling service, the chaplaincy and the international student service during induction and when necessary during tutorials. The careers service delivers aspects of the programme at Stages 2 and 3.

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

b. in the university as a whole:
The University provides a range of professional support services including [wellbeing](), [counselling](), [disability support](), and a [Chaplaincy](). Click on the links for further information.

c. in a partner college:
Please see the relevant college prospectus or website for details of student support if you are planning to study in one of our partner colleges.

42. What resources will I have access to?

On campus		In a partner college	X	By distance learning	

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

43. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	

Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	*X*

44. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Faculty Academic Committee, also has student representation. This allows students to be involved in higher-level plans for teaching and learning. At university level Students are represented on University level Committees by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found here.

Undergraduate programmes only: Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Academic Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

Programmes offered in partner colleges: If you are studying in one of our partner colleges the college will have its own mechanisms for obtaining student feedback. Some of these may be the same as those on-campus at the University but others may be different. You should ask your college for further information.

For distance learning operated from Sunderland: if you are studying by distance learning you will have slightly different arrangements from those used on campus. In particular, you are likely to have virtual rather than physical meetings and discussions. However, these arrangements should provide comparable opportunities for you to give feedback. Details are given below.

SECTION G: QUALITY MANAGEMENT

45. National subject benchmarks

The Quality Assurance Agency (QAA) for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found here.

Are there any benchmark statements for this programme?	**YES**	

The subject benchmark(s) for this programme is: Art and Design

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found here.

46. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Programme Studies Board and the Faculty in turn reports issues to the University's Quality Management Sub-Committee (QMSC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. Quality Assurance Agency (QAA) review reports for Sunderland can be found here.

Further information about our quality processes can be found here.

SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS

(Form to be completed electronically by the Faculty and forwarded to the Quality Assurance and Enhancement (QAE) Quality Officer supporting the Approval event, or sent to Management Information and Systems Development (MISD) for faculty devolved processes before sending to QAE)

PROGRAMME/SUBJECT/SHORT COURSE DETAILS		
Exit Award: Title of programme/award	BA Hons Fashion Product and Promotion	
If replacement for existing, specify title of old		
Faculty(ies):	Arts and Creative Industries	
Department:	Design	
SITS Programme/Short Course code[1]		
Programme Studies Board[2]	Design	
UCAS code[3] (if applicable). If other please state method.	W280	
JACS code[4]	W280	
Qualification Level / Qualification Aim	BA Honours Degree	

Modes of delivery and duration:	Full time yes 3 years
	Sandwich no
	Part time yes 6 years
	Work Based Learning no
	On-campus no
	Off-campus yes
CSP Only. Other subject combinations not allowed with this subject:	
Programme Leader:	Jill Kirkham
Date of Approval /Modification/Review	
Date of next review (*QAE to complete*)	
Start date of programme	September

Number of intakes per annum and likely month(s) intake(s) starts.	One

FUNDING DETAILS

Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other[1]	HEFCE
If it is TDA, is it primary/secondary/F.E./Other (please state)	
Is the programme Open or Closed[6]:	Open

ACCREDITING BODY	No

PROGRAMME SPECIFIC REGULATIONS	Are there to be programme specific regulations? No
COLLABORATIVE: Please complete details	**UK** no **Overseas** yes – MDIS (Tashkent and Singapore)

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
Certificate of Higher Education	**120**	**FSD140, FSD111,THD104**
Diploma of Higher Education	**240**	**FSD211,FSD212,FSD213,THD203**
Ordinary Degree	**300**	**FSD301 or EXD300**

[1] Please confer with Amanda Watson for funding status for programme

[6] An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

Module List: Level 1
Appendix 1

Level	New/ Existing / Modified	Module Title	Module Code	Module Credit Value	Core or option	Assessment weighting –% weight for *each assessment*	Pre-/co-requisite	Module leader
Level 1 Cert of HE	E	Design Theory 1	THD104	20	Core	Essay 70% Seminar 30%	None	Neil Ewins
	N	Introduction to Design Practice and Fashion Promotion	FSD140	60	Core	50% Practical assignment 50% Research	None	Jill Kirkham
	E	Intro to Fashio n Produc	FSD111	40	Core	50% Practical assignment 50% Research/ development	None	Jill Kirkham

Module List: Level 2

Award, Route (if applicable) and Level	(N / E / MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Assessment weighting – give % weight for *each assessment item*	Pre-/co- requisites	Module leader
Level 2 Dip of HE	E	Design Theory 2	THD203	20	Core	Written assignments 80% Group Seminar 20%	THD104 or equivalent	Neil Ewins
	E	Advanced Fashion Product	FSD211	40	Core	50% Practical assignments 50% research and development	FSD111 or equivalent	Jill Kirkham
	E	Advanced Fashion Promotion	FSD212	40	Core	50% Practical assignments 50% Research and development	FSD 140 or equivalent	Naomi Austin
	E	Advanced Portfolio and Illustration	FSD213	20	Core	50% sketchbook and research 50% portfolio of work	FSD 111 or equivalent	Naomi Austin

Module List: Level 3Module
List: Level 3

Award, Route (if applicable) and Level	New/ Existing/ Modified Module (N / E / MM)	Module Title	Module Code	Module Credit Value	Wheth er core or option	Must choose (i.e. designated option):	Assessment weighting – give % weight for *each assessment item*	Pre-/co- requisites	Module leader
Level 3 BA(Hons)	E	Design Research Project	THD300	20	Core		100% Dissertation	THD203 or equivalent	Neil Ewins
	N	Professional Portfolio	FSD301	40	Core		100% Portfolio of creative work	At least 20 credits FSD at L2	Naomi Austin

	E	Design Final Major Project	EXD300	60	Core		70% practical assignments 20% research journal 10% Proposal	At least 40 credits in any Design subject at L2	Andrew Richardson

PART B - PROGRAMME REGULATION/S

Name of programme: Fashion Product and Promotion

Title of final award: BA with Honours

Interim awards:Cert HE, Dip HE, Ordinary

Accreditation: N/A

Stage 1

Core modules:

Code	Title	Credits
THD 104	Design Theory 1	20
FSD 140	Introduction to Design Practice and Fashion	60
FSD 111	Introduction to Fashion Product	40

Stage 2

Core modules

Code	Title	Credits
THD 203	Design Theory 2	20
FSD 211	Advanced Fashion Product	40
FSD 212	Advanced Fashion Promotion	40
FSD 213	Advanced Portfolio and Illustration	20

Stage 3

Core modules

Code	Title	Credits
THD 300	Dissertation	20
FSD 301	Professional Portfolio	40

| EXD 300 | Design Final Major Project | 60 |

There are no programme-specific progression regulations[4]