

BSc (HONS)

FASHION MANAGEMENT AND STRATEGY WITH FOUNDATION YEAR



COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **BSc (Hons) Fashion Management and Strategy with Foundation Year** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of the Course Handbook.

<u>Key Course Information</u>	
Final Award	BSc (Hons)
Course Title	Fashion Management and Strategy
Award Title	BSc (Hons) Fashion Management and Strategy with Foundation Year
Teaching institution	UK Management College
Awarding Institution	Arts University Bournemouth
Offered in the School of	Fashion and Creative Industries Management
Professional accreditation	Chartered Management Institute (Award)
Length of course / mode of study	4 years full-time 5 years with optional placement year
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Art and Design
UCAS code	
Language of study	English
External Examiner for course:	To be confirmed
<i>Please note that it is not appropriate for students to contact external examiners directly</i>	
Date of Validation	February 2025
Date of Integrated Foundation Year Validation	October 2025
Date of most recent review	N/A
Date course specification written/revised	February 2025 April 2026

Course Description

BSc (Hons) Fashion Management and Strategy offers a rigorous values-based business management degree with a focused application for the fashion and lifestyle industries, giving you the skills you need to become a considered and ethical future leader in these exciting global industries. This course is designed to be inclusive and adaptable, welcoming students from diverse backgrounds, whether you have a business and finance foundation or possess hands-on making skills but seek guidance on their application in a business context.

This course is for students who aspire to leadership and innovator roles within a creative business environment. From the start you'll learn through theoretical analysis and practical projects about the fashion industry, developing the skills that will make you highly employable: collaboration, effective communication and business acumen alongside an in-depth knowledge of global fashion practice.

Throughout the course you'll learn about how to strategically plan for fashion businesses with a strong emphasis on ethics. This means considering what a business produces and how it operates in terms of its impact on people, animals and the environment. This values-based approach is core to the approach both the course and Arts University Bournemouth takes to education, research and enterprise and so the course is designed to embody ethical values in both the content and the ways we teach in each and every unit.

About the Integrated Foundation Year

The integrated foundation year is specifically designed to provide an accessible route into higher education for students who may not currently meet traditional Level 4 entry requirements. This includes learners from non-traditional academic backgrounds, such as those without standard qualifications, individuals returning to study after time in employment, or those whose education may have been disrupted.

The Integrated Foundation Year offers a carefully structured and supported transition into undergraduate study, with progression to the aligned BA/BSc pathway. It combines core academic and report-writing skills with essential introductory knowledge in finance for creative industries management. Alongside this, students will develop foundational competencies in creative thinking, design methods, and visual communication.

The curriculum has been designed to prepare students for successful progression to Level 4 study, with reference to both the QAA Subject Benchmark Statements for Art and Design and for Business and Management. This ensures that learners are equipped with the conceptual, technical, and analytical skills required for study in creative business-focused disciplines, supporting cross-disciplinary understanding that reflects the realities of the contemporary creative industries.

Delivered through a Problem-Based Learning (PBL) approach, the course provides an engaging and dynamic learning environment that fosters experimentation, critical enquiry, and real-world relevance. The thematic, project-based structure of PBL helps students build confidence and develop collaborative, reflective, and communication skills, supporting both academic success and future professional practice.

By unlocking creative potential in a broader cohort of learners, including those from underrepresented or international backgrounds, this course enhances AUB's recruitment resilience, strengthens the internal progression pipeline, and reinforces our institutional commitment to diversity, inclusion, and creative opportunity for all.

Integrated foundation Aims:

- **To provide an accessible and supported transition into higher education** for students from non-traditional academic backgrounds, preparing them for successful progression to Level 4 study.
- **To develop core academic, analytical, and communication skills**, including academic and report writing, in line with expectations for undergraduate study in both creative and business disciplines.
- **To introduce foundational knowledge of finance and management principles** relevant to the creative industries, aligned with the QAA Subject Benchmark Statement for Business and Management.

- **To cultivate creative thinking, design methods, and visual communication skills** through a problem-based learning approach, aligned with the QAA Subject Benchmark Statement for Art and Design.
- **To foster confidence, collaboration, and reflective practice** through thematic, project-led learning that mirrors real-world creative and commercial contexts supporting personal, academic, and professional development.
- Demonstrate awareness of different perspectives, approaches and ethics within creative and management practice.

Distinctive features of the course

This distinctive course equips students to become well-rounded fashion executives, blending a deep understanding of business fundamentals with the creative vision essential for ensuring fashion brands remain relevant and responsible. This is underpinned by dual accreditation with the Chartered Management Institute, upon graduating students will be eligible to receive a CMI Award, an internationally recognised qualification in chartered management that will help to position graduates as potential future leaders and managers in their field.

The course is designed to be delivered in collaboration with BA (Hons) Content Creation with Marketing and BA (Hons) Media, Marketing and Advertising for many of the core units. This design of the curriculum is positioned to enable collaboration with students with complimentary areas of specialism, mirroring the professional environment and facilitation of problem-based action learning.

The foundation year will use **Problem-Based Learning (PBL)** as a distinctive pedagogic model, positioning this as a unique selling point (USP) within our foundation provision. PBL allows students to develop critical soft skills such as collaboration, communication, creative thinking, and reflective practice within authentic creative contexts, relevant to all the subject provision at AUB. These are embedded in thematic projects that encourage experimentation, questioning, and socially engaged practice.

Rather than frontloading technical instruction or academic content, the PBL model integrates these elements into live creative challenges, enabling students to build foundational subject knowledge, technical fluency, and higher education study skills in a connected and applied way, which underlines the AUB philosophy around developing an entrepreneurial mindset.

Collaboration is embedded throughout the foundation year structure and delivery, particularly in Terms 1 and 2 where students work together across disciplines on shared creative challenges. This approach reflects professional creative practices and promotes peer learning, empathy, and teamwork - essential graduate attributes that support employability and real-world readiness.

In year two students will have the opportunity to apply their learning through a live industry brief, which will provide them with the experience of working within commercial constraints. In term three of year two you'll be supported in developing a career plan, that will enable you to map out your journey through to the end of your degree and beyond. This forward planning will enable you to recognise and put in place the steps needed to flourish beyond your degree in securing employment, setting up your own business or moving into postgraduate study such as a Masters' degree.

In Year three students are expected to be more independent learners and will be supported to develop a major project proposal that enables them to further develop your knowledge, skills and practice through a self-initiated project. This might be based on a live brief, a hypothetical project or be preparation for establishing their own business. Each student will

be tutored in finding the most suitable route for them. They will be supported through a process of developing a research question and methodology that will create the structure for an academic intellectually informed project with application to real world business. At this point in the course students will be expected to develop a project, with structured support, that aligns to the particular area that they would like to specialise in within media, marketing and advertising.

Course Industry Patron Scheme: All courses at AUB are connected formally with an industry Patron, an industry practitioner or business that acts as a critical friend to the course and course team. Many courses work with several industry partners, but the more formal Industry Patron connection offers the opportunity to collaborate and maintain close relations with industry / business. This is a unique concept that ensures AUB courses are industry relevant and maintain current practices while providing further opportunities for students to engage with industry practitioners.

AUB Strategic vision

The BSc (Hons) Fashion Management and Strategy fits with the university's strategic vision in several ways:

Innovation: The course responds to the growth in the development of digital tools in managing consumer analysis, managing supply chains and marketing and communications. In tandem the course also responds to the need to develop future leaders who understand sustainable fashion management and can apply tools that enable businesses to meet their ethical, environmental and civic responsibilities, alongside maintaining profitability.

Collaboration: This approach reflects professional creative practices and promotes peer learning, empathy, and teamwork - essential graduate attributes that support employability and real-world readiness. The structure of the course, with a minimum of 60% shared units each year, facilitates interdisciplinary collaborations across different courses within the school, including with Content Creation with Marketing and Media, Marketing and Advertising.

Internationalisation: The integrated foundation year is designed with global accessibility in mind. By providing a clear, supported route into undergraduate study, it reduces academic and cultural barriers to entry for international students. The emphasis on creative problem-solving, visual communication, and applied learning also makes the course inclusive for those whose first language may not be English, while still supporting their academic and linguistic development. The course is attractive to international students, who are motivated to study in this field, thereby contributing to the university's internationalisation and diversification goals. The BSc qualification is particularly attractive to international students.

Optional Placement Year

The optional Placement Year offers students the opportunity to:

- Get under the skin of an **industry, organisation, and role** to assist them with making better-informed decisions about their future career prospects.
- Undertake a placement, which ensures students can take **personal responsibility** for tasks, duties, and projects within a real-world work setting.
- **Develop and recognise their own work ethic and powers of critical reflection.**
- Build **high-level transferable skills** and enhance professional competencies in the workplace.

The Placement Year will be recognised on the degree transcript. As students will remain a registered student for the duration of the Placement Year, they will retain access to all university support services. Students will be allocated a Placement Tutor who will maintain

regular remote contact with them. Placements often lead to a permanent role on graduation, providing a greater chance of success for graduates of this course.

Integrated Foundation Year Aims:

- **To provide an accessible and supported transition into higher education** for students from non-traditional academic backgrounds, preparing them for successful progression to Level 4 study.
- **To develop core academic, analytical, and communication skills**, including academic and report writing, in line with expectations for undergraduate study in both creative and business disciplines.
- **To introduce foundational knowledge of finance and management principles** relevant to the creative industries, aligned with the QAA Subject Benchmark Statement for Business and Management.
- **To cultivate creative thinking, design methods, and visual communication skills** through a problem-based learning approach, aligned with the QAA Subject Benchmark Statement for Art and Design.
- **To foster confidence, collaboration, and reflective practice** through thematic, project-led learning that mirrors real-world creative and commercial contexts, supporting personal, academic, and professional development.

Integrated Foundation Year Outcomes

On completion of the integrated foundation year, you will be able to:

1. demonstrate confidence in your knowledge of your chosen discipline through a range on individual and group-based work.
2. demonstrate initiative and self-motivation in your approach to risk and problem solving through completing individual tasks and assessments.
3. show flexibility in your approach to combining new and traditional skills.
4. take appropriate responsibility for your own studies.
5. confidently choose and apply appropriate creative and business problems solving methods and techniques.

Course (Years 2-4) Aims

The BSc Fashion Management and Strategy course aims to equip graduates with the knowledge and skills to work in a wide range of management and leadership roles within fashion management, with an acknowledgement that the course approach to fashion is holistic and so includes garment, lifestyle and beauty in its definition.

Ethical business practice is central to the ethos of the course, through authentic project work, analysis and inquiry students will learn how to manage responsibly in relation to cultural, social and economic and environmental needs.

Graduates will have developed a working knowledge of fashion operations and business innovation: the management of resources, the supply chain, buying, logistics, outsourcing, quality systems and merchandising for fashion and lifestyle businesses.

Consumer insight will be developed through using a range of qualitative and quantitative methods that will include working with data to evaluate, analyse and predict market trends and success criteria in order to make informed decisions.

Graduates will have developed a working knowledge of finance and accounting for business working with financial systems for planning, control, decision making and managing financial risk.

Entrepreneurship and enterprise skills will be developed through projects that enable students to use design thinking alongside business planning to create or co-create new products, services or experiences that will generate a return on financial and/or social investment - this includes, but is not limited to, the identification of intellectual property and appreciation of its value.

Graduates will be able to develop ideas independently, making connections between intention, process, outcome, context and methods of dissemination

Graduates will have transferable skills in self-management, communication skills, collaboration and critical analysis and research.

Course (Years 2-4) Outcomes

At the typical level of achievement, the graduate from BSc Fashion Management and Strategy demonstrates in a body of work the ability to:

- LO1. generate ideas, concepts, proposals, solutions or arguments relevant to the discipline of fashion management, independently and/or collaboratively as self-initiated activity and/or in response to set briefs
- LO2. research and critically analyse relevant and contextual sources that inform and situate your work within the discipline of fashion management
- LO3. challenge assumptions and and cultivate a personal viewpoint by using management and analytical tools that facilitate the navigation of intricate business challenges
- LO4. select, experiment with and make appropriate use of processes, data, technologies and environments showing understanding of quality standards, ethics and attention to detail
- LO5. Test, challenge and iteratively develop ideas through to outcomes, for example, images, campaigns, environments, systems and processes, or texts relevant to fashion management
- LO6. be resourceful, ethical and entrepreneurial and demonstrate professionalism in ability to work in communication and collaboration with others, demonstrating inclusive and egalitarian practices

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design, Business and Management
- Framework for Higher Education Qualifications (FHEQ)

- AUB LTAF and Undergraduate Assessment Regulations
- Chartered Management Institute Criteria
- The UN Principles for Responsible Management Education

Integrated Foundation Year Learning, Teaching, and Assessment Strategies

The Integrated Foundation Year is designed to provide a supported, engaging, and inclusive route into undergraduate study in the arts, media, and creative industries management. The underpinning principle of the course is a Problem-Based Learning (PBL) approach, which integrates academic study, practical experimentation, and applied numeracy within real-world and creative contexts. This approach allows students to develop conceptual understanding, technical skills, and creative confidence while fostering collaboration, critical thinking, and reflective practice.

Learning and teaching approaches are intentionally varied to meet the needs of a diverse student cohort. Students engage with thematic, project-led units that encourage exploration across disciplines while gradually introducing specialist pathways. Workshops and studio sessions provide hands-on experience in design thinking, visual communication, and creative experimentation, while seminars and lectures focus on the development of academic, analytical, and research skills. Tutorials and technical support are embedded throughout, offering students personalised guidance to develop independent enquiry, experimentation, and project management skills. In addition, structured contact with BA/Level 4 staff and where possible mentorship from current undergraduate students allows learners to contextualise their work, gain insight into degree-level expectations, and build confidence in their emerging creative identity.

Collaboration is a core feature of the course. Early units focus on interdisciplinary group work, promoting peer learning, empathy, and teamwork, reflecting the collaborative nature of contemporary creative industries. Cross-disciplinary engagement is maintained through shared projects and critique sessions, supporting the development of communication, negotiation, and problem-solving skills. Reflective practice is embedded across all units, enabling students to critically evaluate their learning, identify areas for improvement, and articulate creative intentions.

Assessment strategies are closely aligned to the learning and teaching approach. Formative assessment occurs throughout each unit, offering students opportunities to present ideas, receive feedback, and refine their work before summative submission. Summative assessment for each unit is project and portfolio based, allowing students to demonstrate their development in research, experimentation, and reflective practice. Assessment formats include illustrated digital portfolios, creative presentations, and short academic essays, with all learning outcomes required to be passed for successful completion. Feedback is designed to be constructive and developmental, supporting students in understanding their progress and identifying steps for further growth.

This integrated approach to learning, teaching, and assessment ensures that students not only acquire the necessary academic and technical skills but also develop confidence, independence, and creative agency. By combining PBL, cross-disciplinary collaboration, and structured support, the course equips students to transition successfully into undergraduate study while fostering a reflective, innovative, and resilient approach to creative problem-solving.

Course (Years 2-4) Learning, Teaching and Assessment Strategies

The learning, teaching and assessment strategy for the BSc Fashion Management and Strategy course has been developed in alignment with the AUB Learning, Teaching and Assessment Framework (LTAF). This ensures parity of learning, teaching and assessment planning in line with other undergraduate courses at AUB and structurally helps to enable our students to collaborate effectively.

In order to help you achieve the course learning outcomes we will work with you through using a broad range of learning and teaching methods. Enabling you is at the heart of the teaching philosophy on the course, which means that the methods we use are providing you with the tools to become an independent, curious and confident learner.

You will engage in group sessions of different scales – large group lectures that may include up to 100+ people and smaller seminar groups of 20-25 will be a core part of your learning. In addition to these sessions there will be a variety of workshops, activities and field trips throughout the course.

Learning how to use the Adobe Creative Suite will be a part of the teaching from the first year onwards, you'll have additional support through a range of online resources that you can engage with in your own time. By the end of the course you should be a digitally proficient, able to design reports, visualise data and create infographics as well as create effective online content for a range of purposes. You 'll be supported in using Microsoft office software, Word, PowerPoint and Excel as well as specialist software.

Generative AI is a tool that you will engage with throughout the course. The capabilities of Gen AI are developing rapidly, and we will respond to changes in the field as they happen, supporting you in understanding both the possibilities and the limitations of software such as Midjourney and DALL E. You will be given guidance and practice in how to use open-source tools effectively, understand the ethics and risks and also the university policies and expectations around how these tools can and can't be used in your assessments.

Although most of the teaching will be in person and on campus we use online platforms to provide further support and more flexibility. Each module will be supported by a site in our virtual learning environment (We use Canvas and Microsoft Teams). This will provide you with all the documentation you will need for the unit as well as a range of learning resources that you can access to enhance the core taught curriculum. Guest lectures, one to one tutorials and meetings are often facilitated using Microsoft Teams, which enables us to support you with increased flexibility and responsiveness.

As you move through the course our goal is to help you develop more autonomy, so that by the end you are in the driving seat of your learning, with our support. This means that for the major project units you will develop your own research question and be able to define the methods you will use to undertake the project, with a range of supervision and support, through academic, technical and support staff as well as your peers.

The BSc Fashion Management and Strategy course uses authentic assessment, which means that assessments are designed to evaluate understanding through assessments that ask students to apply their knowledge in work related tasks and situations. This includes projects that address industry facing challenges and critical issues, presentations that are both digital and live and written work that challenges students to use a range of tools in developing critical analysis and requires demonstration of a research trail, this is particularly important when using Generative AI within the research and or development process for both written and visual outcomes.

There will be a range of different assessment formats throughout the course, that enable students to demonstrate their knowledge and skills against the learning outcome through different types of application. These include presentations, projects, portfolio, reflective journal, research file, essay and evaluation.

AUB values collaboration as a key graduate attribute. Group and cross-disciplinary learning and teaching is highly beneficial and increases students' understanding of industry practices. By encouraging cross-course participation, peer learning, team working skills and group project management the enhancement of analytical and cognitive skills is significantly increased, thus increasing graduate employability

AUB LTAF, 2024

In order to embed collaboration and the development of the skills required for effective team working in the curriculum some of the assessments will require group work or collaborative projects and some of the assessments will be graded against the group work, rather than the individual. In the instance that there is a group work assessment it will be for a maximum of 50% of the unit credits.

Assessment tasks are designed to promote academic integrity and ethical behaviour. While the risk of academic misconduct cannot be eliminated, tasks are designed which minimise this risk and encourage student engagement. The design of both Learning Outcomes and assessment tasks enable students to evidence their own achievement.

AUB LTAF, 2024

Feedback is a critical part of the assessment process, used constructively this should enable all learners to understand how to build on their learning to the benefit of future activities and assessments. Feedback will focus on identifying what the student have done well and up to three key areas for improvement. Where possible staff will talk through the feedback with students after the grade and feedback release on Wiseflow, enabling the student to ask questions, reflect and build their professional capacity for constructive conversations about their practice.

Student Engagement

Student engagement is central to the learning experience. Through active participation in workshops, seminars, and project presentations, students gain agency over their learning and benefit from co-constructing knowledge with peers and tutors. Collaborative critique sessions provide opportunities for constructive feedback, developing resilience, adaptability, and the capacity to integrate diverse perspectives into creative practice. Independent study is carefully structured alongside contact hours, supporting students in developing self-reliant learning strategies necessary for progression to Level 4.

Student engagement encourages active participation and fosters a deeper connection to the learning process, allowing students to take ownership of their educational journey. Through collaboration and sharing diverse perspectives, students not only contribute to the learning environment but also co-design aspects of their learning, tailoring it to their personal and professional goals. This approach helps them develop essential skills, such as critical thinking, communication, and teamwork. As students progress, they build on previous learning experiences, with each year designed to equip them with the knowledge and skills necessary to culminate in the final year, where they create their own independent project. This final project, informed by prior coursework and real-world experience, represents the pinnacle of their learning, enabling them to apply their accumulated knowledge in a practical, meaningful way. Engaging in this process prepares students to navigate complex challenges, while also enhancing their ability to innovate, solve problems, and think critically in professional settings.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement and also provides students with regular feedback on how their learning is developing.

For every unit of a course, we will inform students of what they are expected to learn; what they need to submit; how their work will be assessed; and the deadline for presenting work for assessment.

Integrated Foundation Year

The integrated foundation year units will be assessed on a pass/fail basis, with written feedback but no numerical grade.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of the integrated foundation year students will be able to progress to level 4 of their chosen degree course.

Years 2-4

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. All other units will be given a percentage mark.

Students will receive a final mark for each unit in the form of a percentage, which will be recorded on a formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of an Honours degree course, students will be awarded a degree classification based on their unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If a student has joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only unit marks at Level 6.

For further information on assessment, progression, awards, and classifications, please visit <https://aub.ac.uk/regulations>

Integrated Foundation Year Course Structure

All students are registered for their chosen award of BA/BSc (Hons); and will progress to level 4 of their chosen undergraduate degree upon successful completion of the year. If a student's withdraws part way through the year, they will not receive an exit qualification. The Integrated Foundation Year does not provide a stand-alone qualification; it is a year of study to prepare the student for the expectations of level 4 study.

Course (Years 2-4) Structure

All students are registered for the award of BSc (Hons); however, exit awards are available if a student leaves the course early, having successfully completed one or two levels. If

students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CerHE), students must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if a student leaves the University following successful completion of the first year of the course.

For the award of a Diploma of Higher Education (DipHE), students must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if a student leaves the University following successful completion of the second year of the course.

For the award of a BSc (Hons) a student must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of the course.

A BSc without Honours may be awarded if a student achieves 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Core Values and Skills

In developing courses, the University aims to create a curriculum that reflects its values and ethos. It should prepare students for the future not only in enabling them to have a successful career, but also empower students with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. AUB has drawn from the United Nations Sustainable Development Goals (SDGs) (<https://sdgs.un.org/goals>) which have informed our values of Equality, Diversity and Inclusion as well as our Graduate Attributes.

Equity, Diversity, and Inclusion (EDI)

“We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places and the planet. Through our commitment to working with those who are different to us, or challenge us, we grow stronger together, creating new synergies, global connections and sustainable futures.” (AUB Strategy 2030)

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout your study here.

Graduate Attributes (GA)

Over recent years, there has been an increasing pace of change, technological, social, and environmental. This has been further impacted by the worldwide pandemic affecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes have been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during your course, both curricular and extra-curricular activities will give you the opportunity to prepare for your working career.

The course will introduce students to topics which are integrated with the curriculum at every stage of learning. This will allow the student to structure their career development journey

through levels 4-6 of the degree course and consider the following stages: Self Awareness, Opportunity Awareness, Decision Making and Transitioning into Work. These align to the AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

In practice, this means that each unit of the course, at each Level, will include elements of career development and these will be shown explicitly in unit descriptors and outline syllabuses. Whilst students engage with these as they go through each unit, they will all come together in the final unit at each Level. Such an approach is designed to support students in the next steps they take after graduation, in whatever direction those may be, and is fundamental to degree studies.

Students will also have the option, between Level 5 (Year 2) and Level 6 (Year 3) of undertaking an extended period of work experience. The course team will be able to discuss this at the appropriate time.

Maintaining Health and Wellbeing

Throughout the course students are encouraged to reflect on their own health and wellbeing, and to develop themselves as a healthy creative practitioner. Students will consider how to develop study and work strategies and habits which maintain and promote their own wellbeing, and to manage their professional activities in a way which safeguards their mental and physical health.

Course staff have designed the course in order that, as far as is reasonably possible, health and wellbeing are promoted. Therefore, it is vital students maintain constructive communication with their colleagues and their staff throughout their time on this course.

Integrated Foundation Year Course Content

This course is designed as a foundation year in preparation to progress to level 4 study. The focus on the undergraduate courses within the school is to provide learners with an opportunity to develop creative and conceptual skills and knowledge within their chosen discipline alongside project management, business and leadership skills and competencies. The integrated foundation year is designed as a study bridge that prepares learners from a wide range of backgrounds to begin level 4 study with a fundamental knowledge of:

- How learning is structured in higher education; what the expectations are of study at this level.
- An introduction to design thinking that is transferable across discipline areas.
- An introduction to visual literacy through engaging with practice that allows for exploration, play and questioning of physical and digital methods of making.
- Basic competencies around project management: working in teams, planning, communication, managing simple budgets.
- Academic research and writing, beginning to understand how to develop inquiry – using a range of techniques – through questioning, researching, visual exploration, observation and reflection.

Integrated Foundation Year Course Units

Creative Challenge 1 (40 credits)
Creative Challenge 2 (40 credits)
Final Major Project (40 credits)

Course (Years 2-4) Content

The course enables students to develop an area of interest and expertise within the scaffolding of the units which build knowledge, understanding and skills progressively each term.

In the first year you'll cover the fundamental areas of knowledge and skills you'll need to become a successful within a management role. This will include study of the global fashion system, understanding data and the digital landscape, consumer behaviour and finance for business. At AUB the impact of what we do is central to our approach to education, so from the very start of the course you'll be taught to critically question fashion and business practices and find solutions to complex problems such as fair pricing, transparent value chains and equality within the workplace.

In the second year you'll build on your knowledge through learning more about how to manage key aspects of the fashion industry such as product supply chains, fashion merchandising and range planning. You'll have the opportunity to apply your learning through a live industry brief, which will provide you with experience of working within commercial constraints. In term three of year two you'll be supported in developing a career plan, that will enable you to map out your journey through to the end of your degree and beyond. This forward planning will enable you to recognise and put in place the steps needed to flourish beyond your degree in securing employment, setting up your own business or moving into postgraduate study such as a Masters' degree.

Between Year 2 and 3 you will have the opportunity to spend a year in industry, further developing your knowledge through a work placement. Whether you choose this option or progress directly to year three the Career Planning unit will support you in identifying the steps you can take to maximise the opportunities and experiences that are open to you.

In Year three you will be a more independent learner and be supported to develop a major project proposal that enables you to further develop your knowledge, skills and management practice through a self-initiated project. This might be based on a live brief, a hypothetical project or be preparation for establishing your own business. You will be tutored in finding the most suitable route for you and developing a research question and methodology that will create the structure for an academic intellectually informed project with application to real world fashion business.

Course (Years 2-4) Units

Level 4

CIM401	Social Media Marketing and Management	40 credits
CIM403	The Fashion System	40 credits
CIM405	Consumer Insights	20 credits
CIM406	Business Finance	20 credits

Level 5

CIM511	Sustainable Fashion Management	40 credits
CIM508	Live Brief	40 credits
CIM509	Career Planning	20 credits
CIM512	Fashion Merchandising	20 credits

Level 6

CIM605	Major Project Proposal	40 credits
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CIM606	Major Project Production	40 credits
CIM607	Major Project Evaluation and Portfolio	40 credits

The key characteristics of Leadership, Career progression and Organisational understanding are covered in the Social Media Marketing and Management, The Fashion System, and Career Planning units.

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

Integrated Foundation Year																														
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										Spring Term										Summer Term									
Induction week	Creative Challenge 1 Weeks 1-10										Creative Challenge 2 Weeks 11-20										Final Major Project Weeks 21-30									

Level 4																																	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
	Autumn Term										Spring Term										Summer Term												
Induction week	CIM401 Social Media Marketing and Management 40 credits Weeks 1-10										Assessment	CIM403 The Fashion System 40 credits Weeks 11-20										Assessment	CIM405 Consumer Insights 20 credits Weeks 21-30										Assessment
																							CIM406 Business Finance 20 credits Weeks 21-30										

Level 5																																	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
	Autumn Term										Spring Term										Summer Term												
	CIM511 Sustainable Fashion Management 40 credits Weeks 1-10										Assessment	CIM508 Live Brief 40 credits Weeks 11-20										Assessment	CIM509 Career Planning 20 credits Weeks 21-30										Assessment
																							CIM512 Fashion Merchandising 20 credits Weeks 21-30										

Level 6																																	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
	Autumn Term										Spring Term												Summer Term										
	CIM605 Major Project Proposal 40 credits Weeks 1-10										Assessment	CIM606 Major Project Production 40 credits Weeks 11-20										Assessment	CIM607 Major Project Evaluation and Portfolio 40 credits Weeks 21-30										Assessment

Unit Title: Creative Challenge: Identity, environment, community

Level	n/a
Credit Points	40
Weighting	2.0
Notional Study Time	400 learning hours

Unit Description

This 40-credit unit introduces students to creative problem-solving within an interdisciplinary arts and management environment. Students will work collaboratively across disciplines to explore key concepts of identity, environment, and community through practical projects, academic study, and applied numeracy.

Students will engage in creative challenges that develop their capacity for observational research, idea generation, and experimentation across 2D, 3D, time-based media and creative events. They will begin to use vision boards, storyboards, wireframes, and other exploratory tools to document and develop their ideas. Alongside this, students will build confidence in Higher Education study skills, research methods, and reflective journaling, and learn how to apply numeracy and data handling within creative management practice.

Key features:

- A single, holistic 40-credit unit integrating practical, academic, and numeracy based learning
- Using creative methods to explore real work problems, across a range of different media
- Emphasis on collaborative work, peer review, and supportive features of group critique

Outline Syllabus

- Thematic project encouraging observational research, visual storytelling, and idea development
- Introduction to sketchbooks (digital or physical), storyboards, time-based experiments
- Introduction to working with visual communication through a range of digital and analogue media
- Introduction to research, critical questioning, and Harvard referencing
- Application of maths and data interpretation to real-world creative contexts
- Development of reflective practice as a core creative skill

Method of Delivery

Students will work collaboratively on short projects that begin with provocations based on real world problems, challenges or ideas. Themes should connect to 'place, people and identity' in order to begin the course by situating creative practice within a real-world context.

Taught sessions will focus on developing soft skills as well as tangible knowledge and skill in art, design and business. Workshop style sessions will teach technical skills such as mood boarding, story boarding, creating visual concepts, working with typography and documenting ideas.

Building confidence, understanding different types of approaches to listening, unconscious bias and through this building a learning environment that centres on an ethos of valuing all perspectives and experiences. Students will be taught about the value of critique alongside how to navigate this process constructively, as the use of critique in art and design can be

confronting for some students. Students will be encouraged to be open minded, and increasingly autonomous in their approach to learning.

Delivery Type	Student Contact Hours
<i>Lectures</i>	10
<i>Seminars</i>	60
<i>Workshops</i>	60
<i>Open studio with supervisory presence</i>	50
Total contact hours	180
Independent study hours	220
Total hours for the unit	400

Unit Aims

- Introduce students to interdisciplinary creative problem-solving through practical, academic, and numeracy-based learning.
- Develop students' ability to research, generate, and communicate ideas across a range of media and formats.
- Build confidence in Higher Education study skills, reflective practice, and critical questioning to support academic and personal growth.
- Foster collaborative working, peer review, and inclusive group critique as integral aspects of creative learning.

Learning Outcomes

- LO1. Apply and contextualise research using a variety of sources and methods to inform responses to real world problems.
- LO2. Identify and use a range of creative techniques to explore and communicate ideas
- LO3. Critically reflect on their own learning and practice, using academic and reflective writing to evidence development.
- LO4. Use applied numeracy and data interpretation to support decision-making in creative and management contexts.

Assessment Strategy

Formative Assessment

The formative assessment will support students in developing their critical and reflective analysis skills through requiring them to reflect at the mid-way point in the unit on their learning, engagement, achievement, barriers and to identify their own action points for successful completion of the unit.

Summative Assessment

For summative assessment students will produce an illustrated digital portfolio, using prompts to construct a portfolio that reflects their learning across different tasks throughout the unit. The portfolio will capture the research, experimentation, collaboration and evaluation students have undertaken throughout the unit.

Task	Formative / summative	Length	Weighting % for summative tasks
<i>Illustrated digital portfolio</i>	<i>Summative</i>	<i>3000 words</i>	<i>100%</i>
<i>Mid way illustrated reflective statement</i>	<i>Formative</i>	<i>500 words</i>	<i>n/a</i>

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Cottrell, S 2019, The Study Skills Handbook, Bloomsbury Publishing Plc, London. Available from: ProQuest Ebook Central. [28 September 2025].

Fiell C., Fiell P., . (2012). Design of the 20th century. Köln: Taschen.

Pipes A., . (2008). Foundations of art and design. London: Laurence King.

Unit Title: Creative Challenge: Systems, Story and Change

Level	n/a
Credit Points	40
Weighting	2.0
Notional Study Time	400 learning hours

Unit Description

This 40-credit unit will enable students to build on the knowledge, skills and practices developed in Creative Challenge 1, while beginning to focus more closely on their chosen specialist pathway. Through continuing a problem-based approach to task-based briefs connected to systems thinking, sustainability, activism, and innovation, students will explore how creative practice can respond to and influence real-world challenges.

The unit encourages students to define and test their creative ambitions within the context of their subject specialism, while also engaging in cross-disciplinary collaboration. In doing so, they will learn to situate their work within broader social, political, cultural and economic contexts, strengthening their understanding of the role of creative practice in driving change. This unit also serves as preparation for the final stages of the foundation year by fostering personal interrogation, critical reflection, and specialist skills development. Students will begin to articulate their emerging identity as practitioners and develop the confidence to position their work for progression into their chosen degree pathway.

The courses aligned to the integrated foundation that indicate the subject specialisms are:

BA (Hons) Communication Design and Strategy

BA (Hons) Content Creation with Marketing

BA (Hons) Creative Direction

BA (Hons) Events Management

BSc (Hons) Fashion Management and Strategy

BA (Hons) Media, Marketing and Advertising

Key features:

The second unit of the course focuses on ideas connected to Systems, Story and Change, this intentionally helps to build a curriculum that situates creative practice within an engaged real-world context that teaches students the importance of social, political, cultural and economic context.

- Task based briefs should address systems thinking, sustainability, activism, or innovation
- Projects can be individual or collaborative; outcomes reflect students' chosen specialism
- Cross-disciplinary collaboration encouraged

Outline Syllabus

- **Task-based projects** exploring systems thinking, sustainability, activism, and innovation
- **Discipline-specific skills development** within Communication Design, Content Creation, Creative Direction, Events, Fashion Management, or Media/Advertising
- **Application of storytelling methods** to communicate ideas and influence change
- **Exploration of social, political, cultural, and economic contexts** and their impact on creative practice
- **Cross-disciplinary collaboration** through group briefs and peer critique
- **Introduction to project management and planning tools** relevant to creative and business practice

- **Development of professional communication skills** including pitching, presenting, and visual communication
- **Reflective and critical practice:** using journals and evaluation frameworks to assess process, outcomes, and impact.

Method of Delivery

Delivery Type	Student Contact Hours
<i>Lectures</i>	10
<i>Seminars</i>	60
<i>Workshops</i>	60
<i>Open studio with supervisory presence</i>	50
Total contact hours	180
Independent study hours	220
Total hours for the unit	400

Unit Aims

This unit aims to:

- Develop students' understanding of how social, political, cultural and economic contexts shape and influence creative practice.
- Introduce systems thinking, sustainability, activism, and innovation as frameworks for generating and evaluating creative responses.
- Enable students to apply discipline-specific skills within their chosen specialism, while also engaging in cross-disciplinary collaboration.
- Support students in developing reflective, critical, and professional skills to help define their creative ambitions and prepare for progression into their degree pathway.

Learning Outcomes

- LO1.** Research and contextualise creative ideas within their chosen specialist area, demonstrating awareness of social, political, cultural and economic contexts.
- LO2.** Apply technical skills and practical experimentation to develop and test ideas connected to sustainability, activism, or change.
- LO3.** Use self-reliant and collaborative learning strategies to solve problems, generating creative solutions that integrate specialist and cross-disciplinary approaches.
- LO4.** Critically evaluate and reflect on their own practice and development, using appropriate presentation and communication skills to articulate ideas and outcomes.

Assessment Strategy

Formative Assessment

Students will give a 5-minute creative presentation reflecting upon a issue that is addressed within their project work. The format of the presentation can be determined by the course teaching team and may include visual aids, digital presentation software, such as PowerPoint, sound, video or simply a verbal delivery. The critical opportunity is to support students in confidently presenting their thinking, their developing ideas and their reference points. The feedback will help to inform the future direction of their work as they move towards the summative assessment. It is recognised that presenting work, in person is a sophisticated skill and daunting for many learners. Preparation for the presentation will be an important part of the teaching sessions in order to ready learners for this formative assessment.

Summative Assessment

For summative assessment students will produce an illustrated digital portfolio, using prompts to construct a portfolio that reflects their learning across different tasks throughout the unit. The portfolio will capture the research, experimentation, collaboration and evaluation

students have undertaken throughout the unit. The format of a digital portfolio is intentionally the same as the previous unit, allowing flexibility in the interpretation of the format for different subject specialisms. The continuation of a portfolio assessment also allows learners to see how they are building a body of work that begins to form their identity as visual practitioners.

Task	Formative / summative	Length	Weighting % for summative tasks
<i>Illustrated digital portfolio</i>	<i>Summative</i>	<i>3000 words</i>	<i>100%</i>
<i>Presentation</i>	<i>Formative</i>	<i>5 minutes</i>	<i>n/a</i>

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

The reading list and reference materials will be determined by the teaching team in relation to the course specialism.

Unit Title: Final Major Project

Level	n/a
Credit Points	40
Weighting	2.0
Notional Study Time	400 learning hours

Unit Description

This 60-credit unit enables students to deepen their creative enquiry through the development of a major independent project. Working within their subject grouping, students will propose, explore, and realise a project that reflects their emerging creative identity and aligns with their intended undergraduate course. The unit places emphasis on independent learning, experimentation, and critical reflection, while ensuring students are supported through tutorials, technical input, and mentorship. By the end of the unit, students will have produced a project and an essay that demonstrates their readiness to progress into undergraduate study.

Key features:

Independent major project aligned with chosen course specialism:

- **BA (Hons) Communication Design and Strategy**
- **BA (Hons) Content Creation with Marketing**
- **BA (Hons) Creative Direction**
- **BA (Hons) Events Management**
- **BSc (Hons) Fashion Management and Strategy**
- **BA (Hons) Media, Marketing and Advertising**

Students are supported throughout the unit by regular group tutorials and technical input, with additional opportunities to connect their work to undergraduate study through 2–3 contact points with BA/Level 4 staff. The final submission will include a project proposal, a realised creative outcome, and a critical reflection. Through this process, students are encouraged to develop their independent enquiry, creative experimentation, and reflective practice, building the confidence and skills needed for successful progression to Level 4.

Outline Syllabus

- Developing and writing a creative project proposal that articulates aims, methods, and intended outcomes
- Independent research and practical enquiry within chosen specialism
- Experimentation with creative techniques, processes, and media
- Tutorials and technical workshops to support project development
- Contact with BA/Level 4 staff to contextualise work and expectations for undergraduate study
- Mentorship with current students to share experiences of creative study and practice
- Ongoing reflection and critical evaluation to evidence learning and growth
- Realisation and presentation of a final independent creative project

Method of Delivery

Delivery Type	Student Contact Hours
<i>Lectures</i>	10
<i>Seminars</i>	60

<i>Workshops</i>	60
<i>Open studio with supervisory presence</i>	50
Total contact hours	180
Independent study hours	220
Total hours for the unit	400

Unit Aims

This unit aims to:

- Support students to define, plan, and realise an independent project within their chosen specialism.
- Enable students to deepen their creative enquiry through research, experimentation, critical analysis and reflection.
- Build independence and confidence in managing a self-directed creative project.
- Prepare students for undergraduate study by connecting their project work to the contexts, expectations, and approaches of their destination course.

Learning Outcomes

- LO1.** Propose and plan a final project that demonstrates creative ambition within their chosen specialism.
- LO2.** Apply research methods, technical skills, and creative experimentation to develop and realise a final project.
- LO3.** Critically reflect on their creative process and outcomes, evidencing independence and readiness for undergraduate study.
- LO4.** Communicate and present effectively, using appropriate methods to articulate ideas and outcomes.

Assessment Strategy

The final unit of the integrated foundation year focuses on students completing the learning journey they have undertaken throughout the year. By this point students will have a good grounding knowledge in the area of specialism aligned to their planned undergraduate study. This will mean they will have a developing knowledge of key figures, practices and debates within the subject field. The assessment is designed to allow students to demonstrate application of knowledge, skills and methods through a small project-based outcome. Alongside this a short academic essay focusing on a topic linked to their subject specialism should demonstrate competency in academic writing.

Formative Assessment

In week 3 students will present their final project proposal via a ten-minute presentation. Following the format of the unit 2 presentation, the format can be determined by the course teaching team and may include visual aids, digital presentation software, such as PowerPoint, sound, video or simply a verbal delivery. This formative assessment is a critical point for supporting the students via feed forward feedback as they move into the production of the final project.

Summative Assessment

Final projects can take many forms, from live events to digital presentations and image-based work. The format of the project, as well as the methods used and the plan to document the project will be discussed and agreed with tutors to ensure it enables a student to meet the learning outcomes. The final project will be showcased via a portfolio. Alongside

the portfolio students will submit an academic essay linked to the subject of their specialist practice. This essay should use Harvard referencing.

Task	Formative / summative	Length	Weighting % for summative tasks
<i>Portfolio</i>	<i>Summative</i>	<i>1500 words</i>	<i>50%</i>
<i>Essay</i>	<i>Summative</i>	<i>1500 words</i>	<i>50%</i>
<i>Presentation</i>	<i>Formative</i>	<i>10 minutes</i>	<i>n/a</i>

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

The reading list and reference materials will be determined by the teaching team in relation to the course specialism.

CIM401: Social Media Marketing and Management

Level	4
Credit Points	40
Weighting	2.0
Notional Study Time	400 hours

Unit Description

This unit provides a comprehensive introduction to the principles and practices of social media marketing and management, tailored to students across Fashion Management & Strategy, Media, Marketing & Advertising, and Content Creation with Marketing programmes. Students will explore how to strategically use social media platforms to enhance brand visibility, foster engagement, and analyse audience behaviour. Through a combination of theoretical insights and practical activities, this unit bridges academic learning with industry-relevant skills. Key topics include social media campaign design, influencer partnerships, audience insights, platform-specific strategies, and ethical considerations in digital communications. By the end of the unit, students will be prepared to navigate the fast-evolving world of social media marketing and apply these principles across various sectors.

Outline Syllabus

The unit will cover the following key topics:

- **Introduction to Social Media Marketing**
 - Overview of social media platforms and their roles in marketing and communications.
 - Evolution of social media and its impact on industries like fashion, media, and digital content production.
- **Understanding the Audience**
 - Audience segmentation: psychographics, demographics, and behaviour analysis.
 - Tools and techniques for audience insights and analytics.
 - Identifying and engaging niche audiences for targeted campaigns.
- **Social Media Strategy Development**
 - Creating brand-aligned social media strategies.
 - Platform-specific strategies: Instagram, TikTok, LinkedIn, YouTube, and emerging platforms.
 - Aligning strategies with broader marketing goals.
- **Content Creation and Visual Storytelling**
 - Principles of effective content creation, including graphic design and copywriting.
 - Incorporating brand identity into digital content.
 - Developing engaging formats such as stories, reels, and live sessions.
- **Influencer and Partnership Marketing**
 - Identifying and collaborating with influencers and content creators.
 - Structuring campaigns for authenticity and impact.
 - Evaluating ROI in influencer partnerships.
- **Campaign Planning and Management**
 - Setting objectives, KPIs, and measuring campaign success.
 - Tools for scheduling, posting, and managing campaigns.
 - Adapting campaigns based on real-time feedback.
- **Crisis Management and Ethical Considerations**
 - Responding to social media crises and negative publicity.

- Understanding the ethical implications of social media marketing, including privacy, transparency, and inclusivity.
- **Data and Analytics**
 - Interpreting social media metrics and analytics.
 - Using insights to optimise campaigns.
 - Introduction to tools like Google Analytics, Meta Insights, and third-party dashboards.
- **Emerging Trends in Social Media**
 - Overview of technological advancements: AI, AR, and VR in social media.
 - Future-proofing strategies for dynamic digital landscapes.

Method of Delivery

Approach to Learning and Teaching

The delivery of this unit is designed to provide a balance of theoretical knowledge, practical application, and independent learning, ensuring students develop a comprehensive understanding of social media marketing and management. Students will engage in:

- **Lectures:** These will introduce key concepts, theories, and frameworks relevant to social media marketing and management.
- **Seminars:** Interactive sessions where students can discuss case studies, industry practices, and current trends.
- **Workshops:** Practical activities, including creating and analysing social media campaigns, working with analytics tools, and hands-on use of social media platforms.
- **Open Studio with Supervisory Presence:** Dedicated studio time for collaborative project work and peer feedback, supported by tutor guidance.
- **Independent Study:** Students will undertake research, campaign development, and critical reflection tasks outside of structured contact hours.

Delivery Type	Student Contact Hours
<i>Lectures</i>	15
<i>Seminars</i>	30
<i>Workshops</i>	25
<i>Open studio with supervisory presence</i>	29
Total contact hours	100
Individual or group-based tutorial	1
Independent study hours	300
Total hours for the unit	400

Unit Aims

The **Social Media Marketing and Management** unit aims to:

- A1 - Provide students with a foundational understanding of social media marketing principles and their application across industries such as fashion, media, and digital content production.
- A2 - Equip students with practical skills to design, implement, and manage effective social media marketing campaigns.
- A3 - Develop students' critical thinking around the role of social media in influencing consumer behaviour, brand identity, and audience engagement strategies.
- A4 - Encourage students to explore ethical, inclusive, and sustainable practices in social media marketing and digital communications.

A5 - Prepare students to respond to and adapt effectively to emerging trends, technologies, and shifts within the evolving social media landscape.

Learning Outcomes

On successful completion of this unit, students will be able to:

LO1 – Understand the Foundations of Social Media Marketing

Demonstrate knowledge of core principles, strategies, and tools used in social media marketing and platform management.

LO2 – Analyse Audience Behaviour and Engagement

Apply foundational methods to analyse audience demographics, psychographics, and behavioural patterns in order to inform strategic decision-making.

LO3 – Create and Present Social Media Content

Design and present engaging, platform-appropriate content and campaign plans tailored to specific audiences and brand objectives.

LO4 – Critically Reflect on Ethical and Professional Practices

Identify and evaluate ethical, legal, and professional considerations involved in the use of social media for marketing purposes.

Assessment Strategy

The **Social Media Marketing and Management** unit employs a combination of formative and summative assessments to ensure students develop practical skills and critical understanding. The strategy encourages ongoing engagement and provides opportunities for iterative learning.

Formative Assessment

- **Campaign Ideation Workshops (Weeks 3–5):**
Students will develop the foundational elements of a social media campaign during workshop sessions. Peer and tutor feedback will help refine their ideas, ensuring alignment with strategic goals and audience insights.
- **Audience Analytics Task (Week 6):**
Students will work individually to analyse a real-world brand's social media metrics, with guidance on using tools like Meta Insights or Google Analytics. Feedback will be provided during a seminar session to prepare for summative assessments.

Summative Assessment

1. Social Media Campaign Plan and Presentation

- **Weighting:** 50%
- **Description:** In small groups, students will design and present a social media marketing campaign tailored to a specific brand, audience, and platform.
- **Format:**
 - **Report:** 2,500 words detailing strategy, goals, platform choices, content calendar, and evaluation metrics.
 - **Presentation:** A 10-minute pitch supported by visuals (slides or video).
- **Assessment Focus:** Creativity, strategic thinking, audience understanding, and platform-specific execution.

2. Reflective Journal

- **Weighting:** 50%

- **Description:** A reflective document critically analysing the campaign development process, ethical considerations, and personal learning outcomes.
- **Format:** A 2,500-word journal designed in Adobe InDesign or another visual tool, submitted as a PDF.
- **Assessment Focus:** Critical thinking, ethical reflection, and integration of theory with practice.

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Campaign Ideation Workshops	Formative	Not applicable (peer/tutor feedback)	N/A
Audience Analytics Task	Formative	Not applicable (feedback session)	N/A
Social Media Campaign Plan and Presentation (Group)	Summative	2,500 words (report) + 10-minute presentation	50%
Reflective Journal (Individual)			50%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Core Texts

1. **Chaffey, D., & Ellis-Chadwick, F. (2022).** *Digital Marketing: Strategy, Implementation, and Practice* (8th Edition). Pearson.
 - A comprehensive guide to digital marketing strategies, including social media, analytics, and campaign planning.
2. **Barker, M., Bormann, N., Roberts, M., & Zahay, D. (2020).** *Social Media Marketing: A Strategic Approach* (3rd Edition). Cengage Learning.
 - Explores foundational principles and case studies in social media marketing.
3. **Tuten, T. L., & Solomon, M. R. (2020).** *Social Media Marketing* (4th Edition). SAGE Publications.
 - Focuses on integrating social media into broader marketing strategies with practical insights.

Recommended Reading

- 1 **Scott, D. M. (2022).** *The New Rules of Marketing and PR* (8th Edition). Wiley.
 - A guide to creating content that engages and builds an audience.
- 2 **Evans, D., & Bratton, S. (2021).** *Social Media Marketing for Dummies* (5th Edition). Wiley.
 - Offers an accessible overview of social media marketing practices.
- 3 **Qualman, E. (2019).** *Socialnomics: How Social Media Transforms the Way We Live and Do Business* (3rd Edition). Wiley.
 - Explores the broader societal impact of social media and its implications for marketers.

Academic Journals

- *Journal of Digital & Social Media Marketing*
 - Focuses on contemporary trends and academic research in digital marketing.
- *International Journal of Research in Marketing*
 - Offers in-depth studies on consumer behaviour and marketing analytics.

Online Resources and Tools

- **Hootsuite Academy:** Online courses and certifications in social media marketing.
hootsuite.com/academy
- **Meta Blueprint:** Free learning resources for Facebook and Instagram advertising.
blueprint.meta.com
- **Google Analytics Academy:** Tutorials on analytics and performance measurement.
analytics.google.com

Emerging Trends and Case Studies

- Articles from platforms like **HubSpot**, **Social Media Examiner**, and **Think with Google** for insights on emerging trends, case studies, and practical tips.

CIM403: The Fashion System

Level	4
Credit Points	40
Weighting	2.0
Notional Study Time	400 hours

Unit Description

This unit provides a rounded exploration of fashion, examining its cultural, political, social, and economic significance within society. It begins by interrogating the fundamental question, “What is fashion?” and explores how individuals use fashion to shape identity, express values, and navigate political and societal norms. Students will critically consider how fashion interacts with notions of the body, identity, politics and culture, offering a broad theoretical foundation.

Building on this, the unit introduces fashion as a complex network of interconnected roles and processes. Students will identify key players like designers, buyers, merchandisers, and influencers and examine their contributions to the broader structure. This module will further explore the fashion hierarchy, from couture and catwalks to the rise of fast fashion, and consider the historical, political, cultural, and economic frameworks that define fashion’s value.

Through a combination of lectures, discussions, and practical activities, students will gain insight into the evolution of the fashion system, its impact on society, and its innovation potential. By the end of the unit, they will have a nuanced understanding of fashion as a cultural phenomenon and an industry, preparing them to navigate and critique its multifaceted landscape.

Outline Syllabus

An indicative guide to the content covered by this unit:

What Is Fashion?

This topic examines fashion's meaning and role in society, exploring how fashion shapes and reflects identity, values, and cultural expressions. Students will also delve into fashion's philosophical paradoxes, balancing conformity and individuality, permanence and change, and its relationship with beauty and the transient nature of modern culture.

Fashion and Culture

This topic explores how fashion shapes and is shaped by cultural, societal, and political forces, serving as a medium of self-expression that constructs, challenges, and reinforces identity. Students will analyse the influence of music subcultures as well as the roles of art, film, and media in shaping and redefining fashion narratives.

The Fashion System

This topic introduces the fashion system, exploring its structure, key stakeholders, and processes. Students will examine the roles of key players, including designers, buyers, merchandisers, and influencers, and analyse the interconnected dynamics of the system from creation to consumption.

Fashion Hierarchy

This topic investigates the distinctions between one-off high fashion and mass-market production. It highlights the rise of fast fashion and its social, cultural, and economic impact. Students will also examine the influence of couture and catwalks on shaping the broader fashion system.

Fashion and Technology

This topic examines how technological advancements, such as digital design tools, e-commerce, social media and AI, are transforming the fashion industry. Students will explore the impact of innovation on production, communication, and consumer engagement.

Method of Delivery

Each unit's teaching and learning are delivered through various methods designed to consider the syllabus and aims of the unit. Typically, this will be a combination of lectures, seminars, workshops, and tutorials supported by academics and technicians, some of which might be delivered online. All units include student contact time and independent study, which come together to indicate the total study hours for the unit.

Delivery Type	Student Contact Hours
Lectures	10
Seminars	40
Workshops	30
Open studio with supervisory presence	19
Individual or group-based tutorial	1
Total contact hours	100
Independent study hours	300
Total hours for the unit	400

Unit Aims

The **Fashion System** unit aims to:

- A1:** To critically explore the cultural, philosophical, and social significance of fashion, examining how it shapes and reflects identity, values, and forms of cultural expression.
- A2:** To develop an understanding of the fashion system, analysing the roles and interconnected processes of key stakeholders, including designers, buyers, merchandisers, and influencers.
- A3:** To evaluate the distinctions within the fashion hierarchy, from high to fast fashion, and assess their social, cultural, and economic impacts on society.
- A4:** To examine the influence of technological advancements on the fashion industry, exploring how innovation drives production, communication, and consumer interaction.

Learning Outcomes

On completion of this unit, students will be able to:

- LO1 RESEARCH** Demonstrate the ability to critically research and analyse the cultural, political, social, and economic factors influencing fashion, utilising diverse academic and industry sources to develop a nuanced understanding of the fashion system and its stakeholders.
- LO2 APPLICATION** Analyse real-world examples using theoretical concepts to understand how different roles in the fashion system work together. Evaluate how technological developments and innovation affect the fashion industry's production, communication, and consumer engagement.
- LO3 RESOLUTION** Propose informed and coherent responses to challenges within the fashion industry, such as navigating the complexities of the fashion hierarchy,

sustainability, and the social and cultural factors shaping consumer behaviour and industry practices.

LO4 REFLECTION Critically reflect on personal insights and learning, evaluating the broader implications of fashion as both a cultural phenomenon and an industry while considering its impact on identity, societal norms, and the potential for innovation.

Assessment Strategy

Students receive feedback each time they discuss their work with course staff. This can happen in groups or one-to-one in workshops, seminars, or tutorials. As the unit progresses, there will be formal feedback tutorials and more informal work discussions.

Informal formative feedback points throughout the unit help students progress in their work. One such point is a halfway date, on which students could present their ideas in a short informal presentation to their peers. There will also be group tutorials throughout the unit.

Summative feedback takes place at the end of the unit after submission. Students submit their work and will receive written feedback within 4 weeks of submission.

Formative Assessment

Formative feedback will be provided continuously throughout the unit via group and one-to-one tutorials. These sessions will allow students to discuss their work and progress individually and collaboratively with tutors and peers. This approach fosters a supportive environment for dialogue, encouraging the development of critical communication and presentation skills. By engaging in constructive feedback and peer discussions, students will be better prepared to articulate and present their ideas effectively. This is a vital skill for delivering professional presentations and responding to feedback from employers and management in real-world settings.

Summative Assessment

Task	Formative / summative	Length	Weighting % for summative tasks
Visual Report	Summative	An illustrated digital report comprising 4,000 to 5,000 words – 20 pages	100%

All learning outcomes must be passed to complete the unit.

Mandatory Texts

Breward, C., 2003. *Fashion*. Oxford: Oxford University Press.

Entwistle, J., 2015. *The Fashioned Body: Fashion, Dress and Modern Social Theory*. 2nd ed. Cambridge: Polity.

Tungate, M., 2005. *Fashion Brands: Branding Style from Armani to Zara*. London: Kogan Page.

Welters, L. and Littlehun, A., 2022. *The Fashion Reader*. London: Bloomsbury.

Leach, A., 2022. *The World Is on Fire, But We're Still Buying Shoes*. New York: Mast Books.

Brannon, E., 2010. *Fashion Forecasting*. 3rd ed. New York: Fairchild Books.

Shaw, D. and Koumbis, D., 2017. *Fashion Buying*. London: Bloomsbury.

Jackson, T. and Shaw, D., 2009. *Fashion Buying and Merchandising*. London: Palgrave.

Additional Texts

Bergstrom, B., 2008. *Visual Communication*. London: Laurence King Publishing.

Cope, J. and Maloney, A., 2016. *Fashion Promotion in Practice*. New York: Fairchild Books.

Farnan, S., 2024. *The Fashion Industry and Its Careers*. New York: Fairchild Books.

Grose, V. and Mansfield, N., 2023. *Fashion Supply Chain Management: Integrating Sustainability through the Fashion Supply Chain*. 1st ed. London: Routledge.

Kim, E., Fiore, A.M. and Kim, H., 2013. *Fashion Trends: Analysis and Forecasting*. London: Bloomsbury.

Posner, H., 2015. *Marketing Fashion: Strategy, Branding and Promotion*. London: Laurence King Publishing.

Varley, R., 2018. *Fashion Management: A Strategic Approach*. London: Red Globe Press.

Wheeler, A., 2009. *Designing Brand Identity: An Essential Guide for the Whole Branding Team*. New Jersey: Wiley.

Journals

Fashion Practice: The Journal of Design, Creative Process and the Fashion Industry.

Fashion Theory: The Journal of Dress, Body and Culture.

International Journal of Fashion Studies.

Journal of Consumer Cultures.

Journal of Fashion, Style and Popular Culture.

Journal of Fashion Marketing and Management.

Useful Internet Resources

The Fashion Act, Available at: <https://www.thefashionact.org> [Accessed 7 Jan. 2025].

UN Sustainable Development Goals, Available at: <https://www.un.org/sustainabledevelopment/> [Accessed 7 Jan. 2025].

Common Objective, Available at: <https://www.commonobjective.co> [Accessed 7 Jan. 2025].

Business of Fashion, Available at: <http://www.businessoffashion.com> [Accessed 7 Jan. 2025].

CIM405: Consumer Insights

Level	4
Credit Points	20
Weighting	1.0
Notional Study Time	200 hours

Unit Description

This unit explores the critical role of consumer behaviour, market segmentation, and lifestyle trends in shaping marketing and management strategies. The unit will introduce students to the fundamental concepts and tools used to analyse consumer behaviour and derive actionable insights. Students will gain the knowledge and skills to analyse consumer behaviour through segmentation techniques, profiling, and empathy mapping, while using primary and secondary research tools to inform decision-making. With a focus on the evolving digital landscape, students will critically assess the impact of technology, culture, and societal trends on consumer behaviour.

Key features include:

- Engagement with core theories of consumer behaviour, and segmentation.
- Practical workshops on empathy mapping and consumer profiling.
- Development of practical skills in qualitative and quantitative research methodologies.
- Application of secondary research tools like Mintel, Euromonitor, and the Office for National Statistics.

Outline Syllabus

The unit will cover:

- **Market Segmentation:** Principles and techniques, including demographic, geographic, psychographic, and behavioral segmentation.
- **Consumer Behavior and Subcultures:** Theories of motivation, lifestyle trends, and cultural influences on purchasing decisions.
- **Digital Consumer Trends:** The impact of online shopping behaviors on marketing strategies.
- **Research Methods:** Designing and conducting qualitative and quantitative research, including interviews, focus groups, surveys, and ethnography.
- **Secondary Research Tools:** Utilising Mintel, LSN Global, the Office for National Statistics, and Euromonitor for detailed consumer profiling.
- **Data Analysis and Visualization:** Creating consumer profiles and empathy maps to communicate insights.
- **Consumer Classifications and Theories:** Including Maslow's Hierarchy of Needs, VALS, and theories of adoption.
- **Ethical Implications:** Addressing ethical considerations in consumer research and data use.

Method of Delivery

The unit combines lectures, workshops, and seminars to deliver both theoretical and practical knowledge. Independent study will reinforce learning and provide opportunities to engage with research tools.

Delivery Type	Student Contact Hours
Project Briefing	1
Lectures	9
Seminars	39
Individual or group-based tutorial	1
Optional educational visit	0
Total contact hours	50
Independent study hours	150
Total hours for the unit	200

Unit Aims

The **Consumer Insights** unit aims to:

- A1 - To introduce students to consumer behaviour theories, market segmentation, audience profiling, and psychographic analysis.
- A2 - To develop the ability to analyse and interpret both qualitative and quantitative consumer data.
- A3 - To equip students with the skills to create insight-driven consumer profiles using research and appropriate visualisation techniques.
- A4 - To encourage critical thinking about the influence of digital technology and cultural contexts on consumer behaviour.

Learning Outcomes

Upon successful completion of this unit, students will be able to:

- LO1 - Demonstrate an understanding of consumer behaviour theories and market segmentation techniques, including demographic, geographic, and psychographic approaches, to identify and evaluate defined target audiences.
- LO2 - Develop insight-led consumer profiles and empathy maps informed by qualitative and quantitative research.
- LO3 - Critically evaluate digital, cultural, and societal influences on consumer behaviour and audience segmentation strategies.
- LO4 - Conduct and present detailed consumer research insights using written, visual, and digital presentation tools.

Assessment Strategy

Formative Assessment: Students are expected to submit a draft piece of the final assignment mid-way through the semester, supported by workshops, group work checks, lectures, seminars, tutorials, and peer discussions. They will receive ungraded feedback through group tutorials with peers and tutors facilitated by discussion, reflection and critique.

Summative Assessment: Students will need to submit an illustrated report that critically analyses a consumer segment based on demographic and psychographic data, supported by relevant primary and secondary research. This report should incorporate visual and written elements to showcase the student's analysis and consumer profiling skills.

Formative Assessment

Draft outline of the illustrated report.

Feedback: Group tutorials with peers and tutors

Summative Assessment

The illustrated report should critically analyse a consumer segment using both demographic and psychographic data, drawing on primary research (e.g., surveys, focus groups) and secondary data from sources such as Mintel and the Office for National Statistics. The analysis should apply key segmentation techniques to create a detailed consumer profile, incorporating insights from models like VALS and other relevant theoretical frameworks. The report should explore how digital trends, cultural influences, and societal shifts shape purchasing behaviour, with a particular focus on sustainability and online shopping habits.

The findings should lead to the development of actionable consumer profiles and empathy maps, providing insights that can inform targeted marketing strategies aligned with the segment's values and behaviours. Ethical considerations in data collection and use should be addressed, ensuring the integrity of the research process. The report must also include visual elements (e.g., charts, empathy maps, consumer profiles) to complement and illustrate the analysis.

Feedback: Written feedback with the option for a 1:1 tutorial with the module lead (if needed to clarify feedback).

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Draft Document	Formative	NA	0
Illustrated report	Summative	2,500	100%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

- Solomon M, Rabolt N (2009) *Consumer Behaviour: in Fashion* ,2nd ed. New Jersey: Prentice Hall
- Rath, P.M, Bay S, Petrizzi R & Gill P (2008) *The Why of the Buy* ,2nd ed. New York: Fairchild Books
- Solomon, M. (2015) *Consumer Behaviour: Buying, Having, Being.* ,11th ed. Harlow: Pearson.
- Yurchisin. J., and Johnson, K. (2010) *Fashion and the consumer.* Oxford: Berg
- Kim. E., Fiore, A. and Kim, H. (2013) *Fashion Trends Analysing and Forecasting.* London: Bloomsbury.

CIM406: Business Finance

Level	4
Credit Points	20
Weighting	1.0
Notional Study Time	200 hours

Unit Description

This unit provides an introduction to the principles and concepts of Business Finance, focusing on how financial and economic principles can be used in financial management techniques and risk management. Students will explore how businesses leverage accounting information for reporting, internal decision-making, and planning through both management accounting and financial accounting. Key features include practical applications through case studies, financial software tools, and the development of critical thinking and analytical skills.

Outline Syllabus

- Overview of Business Finance and its importance
- Types of financial statements: balance sheet, income statement, cash flow statement
- Introduction to management accounting and decision-making
- Financial analysis techniques: ratio analysis, trend analysis
- Budgeting techniques and their role in strategic planning
- Investment appraisal methods: NPV, IRR, payback period
- Understanding capital structure and financing options
- Risk management in financial decision-making
- The role of technology in financial reporting and analysis
- Ethical considerations in financial management

Method of Delivery

Delivery Type	Student Contact Hours
Lectures	9
Seminars	30
Workshops	20
Total contact hours	50
Individual or group-based tutorial	1
Independent study hours	150
Total hours for the unit (Independent and taught student contact hours added together)	200

Unit Aims

The **Business Finance** unit aims to:

- A1 To equip students with foundational knowledge of business finance principles and practices.
- A2 To develop students' proficiency in financial analysis and the practical application of financial information.
- A3 To enhance critical thinking and decision-making skills in financial management contexts.

- A4 To provide students with an understanding of the ethical implications associated with business finance.

Learning Outcomes

- LO1. Explain the significance of financial statements and their role in business decision-making.
- LO2. Apply financial analysis techniques to assess a company's financial performance.
- LO3. Demonstrate an understanding of budgeting processes and their impact on strategic planning.
- LO4. Identify and evaluate various financing options and their implications for business operations.

Assessment Strategy

The approach to the unit, in line with the philosophy of the course and school will be to emulate real world learning as far as possible, students will be tasked with exploring financial modelling, risk assessment and making budget recommendations based on real world scenarios.

Formative Assessment

Regular quizzes will be used to check students' knowledge as formative assessment in addition to opportunities for peer and tutor feedback through open studio sessions as students work towards their summative submission

Summative Assessment

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
5 X Quiz	Formative	<i>n/a</i>	<i>n/a</i>
Financial analysis project	Summative	2,500 words	100%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Barrow, C, Barrow, P, & Brown, R 2021, The Business Plan Workbook : A Step-By-Step Guide to Creating and Developing a Successful Business, Kogan Page, Limited, London. Available from: ProQuest Ebook Central. [19 May 2025].

Branagan A., . (2018). The essential guide to business for artists and designers. London: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc.

Granger M., Sterling T. and Cantrell A. (2019). Fashion entrepreneurship. New York: Bloomsbury.

Haigh J., . (2012). The Financial Times guide to finance for non-financial managers. Harlow, England: Pearson.

Kolb B. M., . (2020). Entrepreneurship for the Creative and Cultural Industries. Milton: Routledge.

Meadows T., . (2019). How to set up & run a fashion label. London: Laurence King Publishing.

CIM511: Sustainable Fashion Management

Level	5
Credit Points	40
Weighting	2.0
Notional Study Time	400 hours

Unit Description

This unit examines the changing landscape of the fashion industry, focusing on the environmental challenges it faces as one of the largest global polluters. The need for transformation towards sustainable practices is urgent, and this module explores how the industry can shift from traditional manufacturing models to more sustainable approaches. Students will investigate ethical practices and strategies to mitigate waste, reduce carbon emissions, and adopt regenerative and circular manufacturing models prioritising environmental responsibility.

A key area of focus will be the movement towards closer-to-home manufacturing hubs, minimising the environmental and logistical costs associated with global production networks. Students will also explore the role of eco-alternative fabrics to move away from our reliance on petrochemical-based materials like polyester, alongside exploring sustainable design strategies such as building longevity-focused fashion to reduce landfill waste.

Consumer habits influenced by aggressive marketing will be critically examined to understand how unsustainable consumption patterns can be transformed.

The module will also highlight pioneering brands leading the way in sustainability and discuss emerging legislation, including clothing passports, which will shape the fashion industry's future.

The final consideration will be the implications of these shifts on profitability and margins and how sustainable practices can be integrated within business operations to achieve both ethical and commercial success.

Outline Syllabus

An indicative guide to the content covered by this unit:

The Global Impact of Fashion: Examine the fashion industry's role as a significant environmental polluter and the urgent need for change to more sustainable practices.

Eco-Alternative Fabrics and Materials: Investigate sustainable alternatives to petrochemical-based fabrics and explore eco-friendly options for fabric production.

Sustainable Manufacturing and Ethical Production: Understand regenerative and circular production models, the shift from fast to slow fashion, and the move away from sweatshop manufacturing towards ethical, fair-wage practices.

Waste Reduction and Designing for Longevity: Explore strategies to reduce waste, fashion air miles, and minimise carbon footprints while designing clothing for longevity, quality, repairability, and recyclability.

Consumer Behaviour, Marketing, and Financial Sustainability: Explore the impact of aggressive marketing on consumer habits, driving unsustainable purchasing decisions. Discuss the cost implications of shifting to an ethical fashion model and how businesses can address these challenges, including potential trade-offs and strategies for financial sustainability.

Clothing Passports, Legislation, and Sustainable Business Models: Discuss emerging regulations, such as clothing passports, and analyse how these, along with sustainable business practices, will influence profitability and corporate responsibility within the fashion industry.

Method of Delivery

Each unit's teaching and learning will be delivered through various methods, including lectures, seminars, workshops, and tutorials, some of which may be offered online. The unit will combine taught contact hours and independent study, totalling 400 hours.

Delivery Type	Student Contact Hours
Lectures	20
Seminars	30
Workshops	24
Open studio with supervisory presence	25
Individual or group-based tutorial	1
Total contact hours	100
Independent study hours	300
Total hours for the unit	400

Unit Aims

The **Sustainable Fashion Management** unit aims to:

- A1:** To deepen students' understanding of the role of sustainability in fashion management, focusing on eco-alternatives, waste reduction, and ethical manufacturing practices.
- A2:** To encourage critical thinking about how fashion brands can reduce environmental impact and develop circular business models.
- A3:** To equip students with skills to apply sustainable practices in the fashion industry, focusing on materials sourcing, manufacturing, and consumer habits.
- A4:** To enable students to explore the broader impact of fashion on society, the environment, and business profitability, considering emerging legislation and sustainability challenges.
- A5:** To develop students' skills in presenting and articulating sustainable fashion solutions, enabling them to effectively communicate strategies and influence stakeholders in adopting ethical and sustainable practices.

Learning Outcomes

On completion of this unit, students will be able to:

- LO1 RESEARCH:** Evaluate and apply research methods to assess eco-alternatives in fashion production, consumer behaviours, and sustainable business strategies.
- LO2 APPLICATION:** Apply knowledge of sustainable fashion practices to make informed decisions and develop strategic responses that address environmental challenges.
- LO3 RESOLUTION:** Resolve challenges in managing sustainable fashion systems, including ethical manufacturing, waste reduction, and transitioning to circular models.
- LO4 REFLECTION:** Critically evaluate and reflect on the broader ethical, social, and environmental impacts of the fashion industry, considering the role of emerging legislation and changing market demands.

LO5 COMMUNICATION: Demonstrate the ability to articulate and present sustainable fashion strategies clearly and persuasively, using research and evidence to influence and engage diverse audiences, including industry professionals and consumers.

Assessment Strategy

Students will receive ongoing feedback through group and one-to-one tutorials in workshops, seminars, and tutorials. Informal formative feedback will be provided regularly to help students progress, including opportunities to present their ideas in short, informal presentations to peers. Group tutorials will further support their development. Summative feedback will be provided after students submit their work at the end of the unit. Written feedback will be given within 4 weeks of submission.

Formative Assessment

Formative feedback will be continuously provided through group and one-to-one tutorials. These sessions will foster an environment for critical dialogue, enabling students to refine their ideas and develop their communication skills in preparation for professional presentation contexts.

Summative Assessment

Task	Formative / summative	Length	Weighting % for summative tasks
<i>Visual Report</i>	<i>Summative</i>	Illustrated Digital Technical File (6,000 words / 25 pages)	70%
<i>Presentation</i>	<i>Summative</i>	Illustrated Presentation (1,000 wrds / 10 pages, 15-minute presentation time)	30%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Mandatory Texts

Leach, A., (2022). *The World Is on Fire, But We're Still Buying Shoes*: Mast Books
 Ulasewicz, C. and Hethorn, J. (2018) *Sustainable Fashion: What's Next? A Conversation about Issues, Practices and Possibilities*. 1st ed. London: Fairchild Books.
 Wallenberg, L. (2013) *Fashion Aesthetics and Ethics*. Oxford: Berg.
 Bédat, M. (2020) *Unraveled: The Life and Death of a Garment*. London: Penguin Press.

Additional Texts

von Walderdorff, J.C. (2019) *Look @ the Labels*. London: Penguin.
 Siegle, L. (2011) *To Die For: Is Fashion Wearing Out the World?* London: Fourth Estate.
 Bravo, L. (2019) *How to Break Up With Fast Fashion*. London: Bluebird.
 Thomas, D. (2019) *Fashionopolis: The Price of Fast Fashion and the Future of Clothes*. London: Penguin Press.
 Rouso, C. (2012) *Fashion Forward, A guide to Fashion Forecasting*. Fairchild Books

Useful Internet Resources

Good On You - <https://goodonyou.eco>

The Fashion Act <https://www.thefashionact.org>

UN Sustainable Goals <https://www.un.org/sustainabledevelopment/>

Common Objective - <https://www.commonobjective.co>

British Manufacturing Directory 'Let's Make It Here' – <https://letsmakeithere.org>

Business of Fashion <http://www.businessoffashion.com>

CIM508: Live Brief

Level	5
Credit Points	40
Weighting	2.0
Notional Study Time	400 hours

Unit Description

This unit introduces students to the practical application of creative business management through a structured, industry-relevant live brief. Collaborating with a designated industry partner, students will engage with a shared challenge set by the partner, fostering problem-based learning and enhancing their understanding of professional expectations.

Students will work to develop solutions that align with the brief and are supported by structured guidance, regular critiques, and industry feedback. This approach ensures students gain experience in meeting professional standards while honing skills in research, project development, and presentation. The unit emphasises career readiness, encouraging students to reflect on their learning achievements and evolving professional philosophies.

Outline Syllabus

Industry Collaboration: Students will work on a unified live brief set by an external industry partner. This ensures all participants engage with a real-world challenge relevant to their course.

Research and Development: Structured guidance will support students as they analyse the brief, conduct targeted research, and generate creative solutions.

Practical Project Outcome: Students will develop a final output that demonstrates their ability to address the industry partner's requirements effectively.

Critiques and Feedback: Regular sessions with tutors and industry collaborators will provide constructive feedback to refine ideas and outcomes.

Final Presentation: Students will deliver a professional presentation of their project to the industry partner, showcasing their solutions and reflecting on their learning process.

Career Development Focus: Through this experience, students will strengthen their ability to meet professional standards and articulate their developing business philosophy.

Method of Delivery

Each unit's teaching and learning will be delivered through various methods, including lectures, seminars, workshops, and tutorials, some of which may be offered online. The unit will combine taught contact hours and independent study, totalling 400 hours.

Delivery Type	Student Contact Hours
Lectures	18
Seminars	30
Workshops	20
Open studio with supervisory presence	30
Individual or group-based tutorial	2
Total contact hours	100
Independent study hours	300
Total hours for the unit	400

Unit Aims

The **Live Brief** unit aims to:

A1: Research and Analyse

To develop the ability to research and critically analyse industry concepts and practices, applying insights to a self-directed live project proposal that aligns with a specific brand or client.

A2: Reflect and Evaluate

To foster reflective thinking and critical evaluation, enabling students to assess their contributions to a live project and articulate these in a visual and written narrative.

A3: Innovate and Apply

To encourage the development and application of innovative solutions and practical skills, demonstrated through practical project outcomes that address real-world challenges.

A4: Communicate and Persuade

To cultivate effective communication, presentation, and persuasion skills, ensuring students can articulate and present their project outcomes to diverse audiences with clarity and professionalism.

Learning Outcomes

LO1: Research and Analyse

Demonstrate the ability to research and analyse industry concepts and principles, applying them to a well-defined project proposal aligned with a brand or client's needs.

LO2: Reflect and Evaluate

Produce a visual and written reflective report that evaluates the engagement and outcomes of the live project, showcasing a critical understanding of its impact.

LO3: Innovate and Apply

Develop and apply innovative ideas and practical competencies, creating a comprehensive body of work that addresses practical challenges and contributes meaningfully to the live project.

LO4: Communicate and Persuade

Articulate and present project outcomes persuasively, using clear communication and evidence-based arguments to engage and influence a professional audience.

Assessment Strategy

Students will receive ongoing feedback through group and one-to-one tutorials in workshops, seminars, and tutorials. Informal formative feedback will be provided regularly to help students progress, including opportunities to present their ideas in short, informal presentations to peers. Group tutorials will further support their development. Summative feedback will be provided after students submit their work at the end of the unit. Written feedback will be given within 4 weeks of submission.

Formative Assessment

Formative feedback will be continuously provided through group and one-to-one tutorials. These sessions will foster an environment for critical dialogue, enabling students to refine their ideas and develop their communication skills in preparation for professional presentation contexts.

Summative Assessment

Task	Formative / summative	Length	Weighting % for summative tasks
Project	Summative	6,000 to 7,500 words, 25-30 pages	100%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Mandatory Texts

Becker, L. and van Emden, J. (2016) *Presentation Skills for Students*. Basingstoke: Palgrave Macmillan.

Cottrell, S. (2015) *Skills for success: personal development and employability*. 3rd ed. London: Palgrave Macmillan. (Palgrave study skills).

Hind, D. and Moss, S. (2005) *Employability Skills* London: Business Education Publishers

Additional Texts

Blundel, R. (2013) *Effective Organisational Communication: Perspectives, Principles and Practices*. 4th ed. Harlow: Pearson Education.

Cole, J. (2010) *Creative CV guide*. London: University of the Arts.

Eggert, M. (2007) *Perfect CV*. New ed. London: Random House.

Hillery, J.L. and Paulins, V.A. (2016) *Guide to fashion career planning: job search, resumes and strategies for success*. 2nd ed. New York: Fairchild Books.

Holmes, A. (2017) *What employers want: the employability skills handbook*. 2nd edition. Richmond: Trotman and Co.

Houston, K. (2004). *Writing CVs for first-time job hunters*. Richmond: Trotman

Journals

Creative Review, Dazed & Confused, Drapers, i-D, Journal of Consumer Research, Journal of Retailing, Marketing Weekly, Selvedge, Textile View, The Journal of Fashion Marketing & Management

Recommended Websites

www.artsthread.com

www.businessoffashion.com

www.graduatefashionweek.com/career-guide

www.linkedin.com

www.mintel.com

www.wgsn-edu.com

Online Content:

Mind mapping with Tony Busan: www.youtube.com/watch?v=u5Y4plsXTV0

How to make the most of your creative mind: www.youtube.com/watch?v=8HwxX1JYqLg

Leadership Lab: the craft of writing effectively: www.youtube.com/watch?v=vtIzMaLkCaM

Creating a feeling: using music, location and composition to tell a story:

www.youtube.com/watch?v=wpD36KRtCM0

What is PR? Fashion PR 101: www.prcouture.com/fashion-101-so-what-do-fashion-publicists-do

CIM509: Career Planning

Level	5
Credit Points	20
Weighting	1.0
Notional Study Time	200 hours

Unit Description

This unit is designed to help second year undergraduate students in the School of Arts, Media and Creative Industries Management to develop the professional skills needed for both traditional employment and entrepreneurial endeavours within the creative industries. Supported by AUB Futures Hub, the unit emphasises the value of self-awareness, professional development, and a proactive approach to career planning. Students will focus on key areas including self-assessment, professional skills evaluation, job applications, networking, developing a professional online presence, and the foundations of entrepreneurship.

The unit also addresses the growing trend of creative entrepreneurship, helping students explore the process of starting their own ventures, freelancing, or becoming independent contractors in the creative sectors. Students will apply these concepts through the creation of a comprehensive portfolio, which includes a tailored CV, a Video CV, a Career Plan, and a Reflective Analysis. Entrepreneurship-focused activities will allow students to conceptualise and plan potential creative businesses, giving them the tools to evaluate and launch their own entrepreneurial projects, which they can choose to develop through the final year major project units, should they wish to.

Outline Syllabus

Self-Assessment and Professional Skills Evaluation

- Identifying transferable skills for employment and entrepreneurship
- Understanding personal strengths, weaknesses, and career aspirations
- Professional skills assessments for both employed and freelance work in creative industries

Creating and Customising a CV

- Developing a CV that showcases skills for both employment and entrepreneurial roles
- Tailoring a CV for specific job roles or self-employment/freelancing opportunities
- Highlighting entrepreneurial ventures, side projects, or freelance work

Video CV Development

- Best practices for creating a Video CV that reflects personal brand and professional capabilities
- Presenting entrepreneurial projects or freelance experience via video
- Using visual storytelling to complement a written CV and showcase entrepreneurial mindset

Job Applications and Cover Letters

- Writing effective job applications for creative industries, including roles in entrepreneurial ventures
- Understanding how to align job applications with both corporate and freelance expectations
- Crafting cover letters for both employment opportunities and client-based work

Interview Techniques

- Preparing for interviews in both traditional roles and entrepreneurial settings

- Role-playing interviews for creative industries (corporate and freelance)
- Understanding how to present entrepreneurial ideas in interviews and pitching situations

Networking and Professional Connections

- Building a professional network for both employment and entrepreneurship
- Developing a personal brand in the creative community
- Networking strategies for creative entrepreneurs: finding clients, collaborators, and investors

Developing a Professional Online Presence

- Crafting a LinkedIn profile for both career and entrepreneurial pursuits
- Managing social media for personal brand and business visibility
- Using online platforms to market creative businesses, freelance work, or side projects

Entrepreneurship in the Creative Industries

- Understanding the foundations of entrepreneurship, including idea generation, business models, and risk management
- Identifying opportunities for creative entrepreneurship (freelancing, consulting, starting a creative business)
- Financial planning and setting up for self-employment (taxes, legalities, invoicing, contracts)
- Branding and marketing for entrepreneurial ventures in creative sectors

Business Concept Development

- Creating a simple business plan for a creative enterprise
- Developing a value proposition and business strategy for a creative project or freelance work
- Pitching ideas and understanding the basics of creative entrepreneurship funding (crowdfunding, angel investment, etc.)

Method of Delivery

Delivery Type	Student Contact Hours
Lectures	14
Seminars	30
Workshops	5
Total contact hours	50
Individual or group-based tutorial	1
Independent study hours	150
Total hours for the unit (Independent and taught student contact hours added together)	200

Unit Aims

The **Career Planning** unit aims to:

- A1 To equip students with the professional skills required to secure employment or establish entrepreneurial ventures in the creative industries.
- A2 To enable students to produce a comprehensive portfolio, including a CV, Video CV, Career Plan, and Reflective Analysis, that reflects both their creative leadership skills and entrepreneurial potential.
- A3 To develop practical knowledge of the entrepreneurship process, from ideation and planning to implementation of creative business ideas.

- A4 To guide students in building a strong professional network and online presence that supports ongoing career development, whether in traditional employment or entrepreneurial contexts.
- A5 To provide a reflective space where students can critically assess their career goals, entrepreneurial ambitions, and professional development strategies.

Learning Outcomes

By the end of this unit, students will be able to:

- LO1 Effectively showcase their skills and experiences for both employment opportunities and entrepreneurial ventures within the creative industries.
- LO2 Develop a comprehensive career plan or entrepreneurial strategy that aligns with their personal goals, outlining specific steps for securing a creative job or launching a creative business.
- LO3. Demonstrate proficiency in job application and pitching techniques, including crafting compelling cover letters, tailoring applications for various creative roles, and pitching entrepreneurial projects to potential clients or investors.
- LO4. Build and maintain a professional online presence that promotes their personal brand, highlights their skills, and supports career development in both traditional employment and entrepreneurial contexts.

Assessment Strategy

The assessment for this unit is designed to evaluate students' ability to integrate both career planning and entrepreneurial thinking into a cohesive portfolio. The summative assessment will include:

- **A tailored CV and Video CV** demonstrating professional and entrepreneurial skills.
- **A detailed career plan or entrepreneurial strategy** outlining both short- and long-term goals for employment and self-employment opportunities.
- **A reflective analysis** of the student's personal development throughout the unit, including insights into their entrepreneurial potential and career trajectory.

These components will be assessed based on their creativity, professionalism, clarity, and practical application to the student's career goals.

Formative Assessment

Formative assessments will include:

- Mock interviews and pitch sessions: Simulated job and business pitch interviews, allowing students to practice presenting themselves and their entrepreneurial ideas to peers and professionals.
- Peer feedback: Students will participate in peer reviews of each other's CVs, Video CVs, career plans, and entrepreneurial business concepts.
- Ongoing reflections: Students will submit reflective tasks on their personal development, entrepreneurial ideas, and networking progress.

Summative Assessment

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / Summative	Length	Weighting % for summative tasks
Portfolio, comprising of: CV, Video CV (1 MINUTE), Career plan OR Entrepreneurial Strategy and professional assets (linked In page, social media presence, website where relevant)	Summative	3,500 words - 20 pages	100%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Burke, S (2013) *Starting Your Own Fashion Business*. Dunedin: Burke

Cole, J (2010) *Creative CV Guide*. University of the Arts: London

McCarthy, S. (2013) *The Designer As Author, Producer, Activist: New Models for Communicating* Amsterdam: BIS.

Online resources:

AUB Futures Hub

BusinessofFashion.com

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CIM512: Fashion Merchandising

Level	5
Credit Points	20
Weighting	1.0
Notional Study Time	200 hours

Unit Description

This unit examines the role of fashion merchandising in driving growth and profitability. Emphasising the collaboration between merchandisers and buyers, students will gain insights into how these roles work together to forecast sales, manage stock, and analyse data. Key topics include working with trend forecasting, product lifecycle management, and pricing strategies designed to maximise profit margins and reduce markdowns.

The unit also addresses integrating sustainable and ethical practices within merchandising, exploring how businesses balance these factors with the need for profitability. Students will learn to use data-driven decision-making to optimise product ranges and monitor performance across multiple products and seasons.

Case studies, workshops, and retail field trips will facilitate practical learning, enabling students to apply theoretical knowledge to real-world scenarios. By the end of the unit, students will understand how merchandisers contribute to profitability while aligning with sustainability goals.

Outline Syllabus

Role of Merchandisers: This section explores the connections between production, distribution, and retail, highlighting the crucial role of merchandisers in driving business success. It examines key responsibilities such as sales forecasting, inventory management, and product performance monitoring, focusing on mastering pricing structure margins and balancing profitability with consumer demand.

Sales Forecasting and Inventory Management:^{[1][SEP]} Using historical sales data and current market trends to forecast sales, plan stock levels, and track performance. Students will also learn attribution techniques to predict and track sales across multiple seasons.

Trend Forecasting and Range Planning:^{[1][SEP]} Developing skills to evaluate trends, build product ranges that align with brand identity, and balance creativity with commercial objectives to ensure products meet consumer demand, sustainable practices and business goals.

Consumer Behaviour and Competitive Analysis:^{[1][SEP]} Analysing consumer behaviour and preferences and applying competitive analysis to inform strategic decisions. This helps identify market opportunities and shape differentiated offerings in the fashion market.

Comparative Shop Reporting and Basket Analysis: Fashion merchandisers rely on comparative shop reporting and basket analysis to track market trends, assess competition, and optimise product strategies. These tools help refine pricing, promotions, and product placement to effectively meet consumer demand.

Method of Delivery

This unit's teaching and learning will be delivered through a combination of lectures, seminars, workshops, and tutorials, focusing on practical industry engagement. Some sessions will be offered online to complement face-to-face learning. Independent study will be integral to the unit's delivery.

Delivery Type	Student Contact Hours
Lectures	8
Seminars	20
Workshops	14
Individual or group-based tutorial	1
Open studio with supervisory presence	10
Total contact hours	52
Independent study hours	148
Total hours for the unit	200

Unit Aims

The **Fashion Merchandising** unit aims to:

- A1:** To develop an understanding of the strategic relationship between forecasting, stock management, and profitability within the fashion industry.
- A2:** To equip students with the ability to analyse market trends, sales data, and consumer behaviour to inform merchandising decisions.
- A3:** To foster critical thinking in pricing strategies, product lifecycle management, and inventory control, ensuring profitability and sustainability.
- A4:** To enable students to reflect on the broader ethical and sustainability issues in fashion and evaluate their impact on business practices and long-term industry trends.

Learning Outcomes

On completion of this unit, students will be able to:

LO1 RESEARCH

Evaluate and apply research methods to generate insights into competitive analysis, consumer behaviour, and merchandising strategies that inform the fashion system.

LO2 APPLICATION

Apply forecasting techniques, inventory management practices, and pricing strategies to plan stock levels and optimise profitability in fashion merchandising.

LO3 RESOLUTION

Address challenges in managing the product lifecycle, balancing markups and markdowns, and ensuring alignment with business goals to optimise sales performance.

LO4 REFLECTION

Critically reflect on ethical and sustainable practices in fashion merchandising and assess their wider impact on the environment, society, and the future of the fashion industry.

Assessment Strategy

Formative feedback will be provided through workshops and one-on-one tutorials, allowing students to discuss their work, refine ideas, and develop critical communication skills. Summative feedback will be given after the final submission, with written comments provided within four weeks.

Formative Assessment

Continuous feedback via group and one-to-one tutorials ensures students develop and refine their ideas effectively.

Summative Assessment

Task	Formative / summative	Length	Weighting % for summative tasks
Visual Report	Summative	Illustrated digital file (3,500 words/20 pages or equivalent)	100%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Mandatory Reading

Frings, G. S. (2018) *Fashion: From Concept to Consumer*. 11th edn. Pearson.

Posner, H (2015), *Marketing Fashion, Strategy, Branding and Promotion*, Laurence King Publishing

Brannon, E (2010) *Fashion Forecasting*, 3rd ed. Fairchild

Shaw D & Koumbis D (2017) *Fashion Buying*. Bloomsbury

Jackson, T. & Shaw, D. (2009) *Fashion Buying and Merchandising*. Palgrave.

Additional Texts

Bergstrom, B. (2008) *Visual Communication*, Laurence King Publishing

Cope, J & Maloney, (2016), *Fashion Promotion in Practice*, Fairchild Books

Farnan, S (2024) *The Fashion Industry and Its Careers*. Fairchild Books

Grose, V. and Mansfield, N., 2023. *Fashion Supply Chain Management: Integrating*

Varley, R. (2018) *Fashion Management: A Strategic Approach*. Red Globe Press

Unit title: 1-Year Placement

Level: Between L5 and 6
Credit Points: N/A
Weighting: N/A
Independent Study Time: 200 Hours (Reflective Journal)

Unit Description

This unit provides students with the opportunity to apply the theoretical knowledge and practical skills they have acquired during Levels 4 and 5 of the course, and to further develop their knowledge and skills within a work environment.

AUB staff will support students in working towards securing a placement and may have access to a limited number of placements, however, it is normally expected that students will find their own placement. The university has resources and access to placement recruitment tools to support this.

For practical reasons, students should consider placements that they can organise to travel to and from within their university accommodation, although for some students, it might be that they are in a position to undertake a placement further away, subject to their personal circumstances and with the approval from AUB staff. Any potential accommodation or travel costs that students incur because of undertaking a work placement will be the responsibility of the student. The University will not normally be able to help with these as the placement year is optional.

Outline Syllabus

This unit primarily acknowledges the work that students will do while on their work placement. This will provide the opportunity for them to apply theoretical knowledge and practical skills acquired up to the point of the placement, and to develop these further throughout the placement. Students will be provided with online resources to assist with the production of the assessed reflective journal, such as personal reflection techniques, and how to evaluate their own performance in the workplace.

There will be criteria in place, set by the university, by which placements are approved or not approved. Students will need to follow the guidance provided to ensure that the placement they achieve meets the necessary criteria provided in the Placement Handbook and on Canvas.

International students are permitted to complete a placement year in accordance with the above statement regarding the necessary criteria required to complete a placement and gaining the necessary approval of university staff.

Method of Delivery

Students will be contacted twice during the placement; the first contact will be around four weeks after the student starts work. The contact may take the form of a workplace visit or an online meeting, via, for example, Teams.

During and after the placement, students will be expected to utilise the resources and reflective writing guidance provided via the university VLE to complete their reflective journal.

Unit Aims

- Work at a professional level within a working environment that relates to career aspirations
- Evaluate professional activities in the workplace, including self-evaluation
- Manage deadlines and make effective use of time to conduct tasks and activities
- Develop high level interpersonal skills and intercultural awareness with a range of professionals
- Use specialist skills confidently and appropriately in relevant professional contexts
- Understand the culture and internal hierarchy within the organisation
- Acquire personal reflection skills and demonstrate these through writing and assessment of own performance during placement

Learning Outcomes

- Reflect in writing on your professional practice and experience of the workplace, identifying your positive impact and performance, along with areas for change and personal development.

Assessment Strategy

Assessment: Students will compile a reflective journal, articulating their personal reflections, and evaluation of their own performance in the workplace.

The Reflective Journal is assessed on a PASS / FAIL basis.

Formative Assessment

Students can use the opportunity to seek guidance and feedback on their approach to writing the reflective journal during contact with AUB staff while on the placement. It will also be possible to utilise the guidance and reflective exercises provided on Canvas.

Summative Assessment

Reflective Journal: the reflective journal should demonstrate how the student has learned from their experience in the workplace while on the placement and how they intend to utilise this learning when progressing into the final year of study, and upon graduation.

Assessment Requirement

Assessment Task	Formative/ Summative	Length	Weighting % (summative tasks)
Reflective Journal	n/a	2,000-words	n/a

This unit will be shown on your final course transcript as 'Placement Year – PASS / FAIL'.

Reading List

Bolton, G. & Delderfield, R. (2018) *Reflective Practice: Writing and Professional Development*. Sage Publications Ltd.

Clayton, L. & Haines, S. (2020) *How to Go to Work: The Honest Advice No One Ever Tells You at the Start of Your Career*. Penguin.

Harris, R. (2019) *The Confidence Gap: From Fear to Freedom*. Robinson.

Moon, J. (2000) *Reflection in Learning and Professional Development: Theory and Practice*. Routledge.

Rook, S. (2015) *Work Experience, Placements, and Internships: 5*. Bloomsbury Academic.

CIM605: Major Project Proposal

Level	6
Credit Points	40
Weighting	2.0
Notional Study Time	400 hours

Unit Description

This unit is designed to equip final-year BA/BSc students with the skills and knowledge required to develop a comprehensive proposal for their major project. Students will learn how to formulate a research question that addresses industry-relevant challenges within Fashion Management, Content Creation with Marketing, or Media, Marketing, and Advertising. The unit emphasises the importance of rigorous primary and secondary research to substantiate the research question. Additionally, students will outline a detailed production plan for executing their project.

Outline Syllabus

From a starting point for analysing social, cultural, business and economic issues students will select an area of interest to undertake deeper investigation in order to develop an idea for a major project that responds to current issues and or opportunities within their industry of study.

- Introduction to Research Methodologies for Major Project
- Critical Industry Context
- Identifying Industry-Relevant Research Questions
- Conducting Primary and Secondary Research
- Developing a Comprehensive Literature Review
- Crafting a Project Proposal
- Creating a Production Plan
- Ethical Considerations in Research
- Presentation Skills for Proposal Defense

Method of Delivery

The unit will be established through a short lecture series and seminars that will set a content for identifying industry relevant challenges and opportunities that students will investigate in order to identify potential project ideas. Lectures and seminars will also focus on research methods and analysis including both qualitative and quantitative approaches. Through the open studios with supervision students will be supported to work with increasing independence to develop research informed proposals that will enable them to undertake a major project in term two, aligned to an area of interest and aspiration for further work or study.

Delivery Type	Student Contact Hours
Lectures	10
Seminars	30
Workshops	10
Open studio with supervisory presence	18
Individual or group-based tutorial	2
Total contact hours	70
Independent study hours	330
Total hours for the unit	400

(Independent and taught student contact hours added together)	
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Unit Aims

The **Major Project Proposal** unit aims to:

- A1 To develop students' ability to identify and articulate a research question based on industry needs.
- A2 To enhance students' skills in conducting robust primary and secondary research.
- A3 To guide students in formulating a detailed and feasible production plan.
- A4 To prepare students to effectively present and defend their project proposals.

Learning Outcomes

- LO1. Generate and articulate a coherent and industry-relevant research question that responds to current sector challenges.
- LO2. Conduct and critically analyse rigorous primary and secondary research, situating your work within the relevant context of your discipline.
- LO3. Employ both convergent and divergent thinking to develop a comprehensive literature review that supports the research question and demonstrates the ability to synthesise information effectively.
- LO4. Develop the project proposal through an ongoing process of refinement, and effectively present and defend it, demonstrating professionalism, resourcefulness, and the ability to communicate at a professional level.
- LO5. Select and experiment with appropriate materials, processes, and methodologies to create a detailed and feasible production plan, demonstrating an understanding of quality standards and ethical considerations.

Assessment Strategy

Students will be supported in selecting an area of research inquiry and then undertaking both secondary and primary research that will inform the development of the major project proposal. Formative assessment in week 3 will provide feedback on a draft research question and rationale, which will enable them to develop a literature review alongside primary research in order to deepen their enquiry. Further formative feedback within the open supervision sessions of the draft literature review will provide an opportunity for 'feed forward' feedback at the mid-way point.

Formative Assessment

- Draft research question and rationale (feedback provided in seminars).
- Preliminary literature review (feedback provided in group supervision sessions)

Summative Assessment

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Draft research question and rationale	Formative	350 words	
Preliminary Literature Review	Formative	1500 words	
Major Project Proposal with production plan	Summative	8000 – 10,000 words	100%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Cottrell, S 2014, *Dissertations and Project Reports: A Step by Step Guide*, Bloomsbury Publishing Plc, London. Available from: ProQuest Ebook Central. [20 December 2024].

Jenss, H. 2016, *FASHION STUDIES: Research Methods, Sites and Practices*. London: Bloomsbury Academic

Jupp, V. 2006, *The Sage Dictionary of Social Research Methods*, London: Sage

Kara, H. 2020. *Creative Research Methods: A Practical Guide*. Bristol, UK: Policy Press.
<https://doi.org/10.56687/9781447356769>

Martin, K. 2020. *Design. Think. Make. Break. Repeat : a handbook of methods*, Amsterdam: BIS.

Walliman, N. 2011, *Your Research Project: Designing and Planning your Work*, 3rd Edition. London: Sage

CIM606: Major Project Production

Level	6
Credit Points	40
Weighting	2.0
Notional Study Time	400 hours

Unit Description

This unit is the culmination of the students' learning experience, focusing on the production and evaluation of their major project. Students will apply their research and planning from the proposal phase to create a substantial piece of work that showcases their skills and understanding of their chosen field within Fashion Management, Content Creation with Marketing, or Media, Marketing, and Advertising. Key features include intensive project development, critical self-reflection, and iterative evaluation.

The outcome of project itself will vary from student to student and should be determined by both the response to the research question and the skills required for the area of industry it aligns to. Examples of possible project outcomes include: a business idea and pitch, a content campaign, a podcast series, a trend of insight forecast, an app or a small publication.

Outline Syllabus

- Project Development and Management
- Advanced Creative Techniques and Tools
- Iterative Design and Production Processes
- Critical Reflection and Self-Evaluation
- Industry Standards and Quality Assurance
- Ethical Considerations in Production
- Final Presentation of the Project

Method of Delivery

The unit will be supported three key information lectures and seminars that will set a content for identifying industry relevant challenges and opportunities that students will investigate in order to identify potential project ideas. Lectures and seminars will also focus on research methods and analysis including both qualitative and quantitative approaches. Through the open studios with supervision students will be supported to work with increasing independence to develop research informed proposals that will enable them to undertake a major project in term two, aligned to an area of interest and aspiration for further work or study.

Delivery Type	Student Contact Hours
Lectures	3
Seminars	20
Workshops	20
Open studio with supervisory presence	25
Individual or group-based tutorial	2
Total contact hours	70
Independent study hours	330
Total hours for the unit (Independent and taught student contact hours added together)	400

Unit Aims

The **Major Project Production** unit aims to:

- A1 To enable students to produce a significant piece of work that demonstrates their creativity, technical skills, and understanding of professional standards.
- A2 To foster critical thinking and reflective practice through ongoing project evaluation.
- A3 To prepare students for professional practice by encouraging the application of ethical considerations and quality assurance.
- A4 To enhance students' ability to communicate their ideas and outcomes effectively.

Learning Outcomes

- LO1. Produce a substantial and industry-relevant project that demonstrates creativity, technical proficiency, and adherence to professional standards.
- LO2. Apply advanced creative techniques and tools to the development and production of the project.
- LO3. Critically evaluate and continuously improve the project through self-reflection and feedback.
- LO4. Demonstrate professional and ethical responsibility in the production process.
- LO5. Present the final project effectively using appropriate tools and resources, showcasing professional communication skills and industry awareness.

Assessment Strategy

Students will be supported through weekly supervision sessions, alongside lectures, seminars and technical workshops/support.

Formative Assessment

In week 5 there will be a formative presentation that will provide an opportunity for feedback on progress and future plans.

Summative Assessment

The summative assessment is an E-Portfolio, unless it is agreed by the unit leader and the individual student that a physical portfolio is more appropriate (it anticipated that for most students an E-Portfolio would be appropriate).

Indication on portfolio content: 10 pages of development work / 10 pages of process work and/or 6 pages of final creative work. The portfolio may include a creative artefact in lieu of the 6 pages of final project outcome. Appendix

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
<i>Presentation</i>	<i>Formative</i>	<i>8-12 slides (10 minutes)</i>	
<i>E-Portfolio/Portfolio of work (which may include a creative artefact)</i>	<i>Summative</i>	<i>26 pages + appendix 8000 – 10,000 words</i>	<i>100%</i>

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Bird, P. 2003 *Time Management*, Sevenoaks: Hodder and Stoughton

Tracy, B. 2013. *Eat that frog!: 21 great ways to stop procrastinating and get more done in less time*, London: Hodder

Walliman, N. 2011, *Your Research Project: Designing and Planning your Work*, 3rd Edition. London: Sage

CIM607: Major Project Evaluation and Portfolio

Level	6
Credit Points	40
Weighting	2.0
Notional Study Time	400 hours

Unit Description

This unit focuses on the integration of practical and theoretical knowledge as students critically evaluate their academic major project and reflect on their own progress and aspirations. They will also produce a comprehensive online professional portfolio that represents their skills and competencies, as they explore opportunities for work or further study. Students will learn to synthesise academic research, demonstrate critical thinking, and develop their personal professional branding through digital platforms.

Outline Syllabus

- Understanding evaluation criteria
- Reflective practice
- Future planning
- Digital Portfolio Essentials
- Utilizing LinkedIn for Professional Branding
- Crafting an Engaging Social Presence Relevant to Creative Industries
- Website and Video CV Development Techniques
- Writing a Traditional CV: Best Practices
- Understanding Employer Expectations in Digital Spaces
- Reflective Practice in Portfolio Development

Method of Delivery

The learning and teaching approach will involve a combination of lectures, seminars, and hands-on workshops. Students will participate in open studio sessions with supervisory presence for tailored guidance on their evaluations and portfolios, facilitating a dynamic learning environment that encourages creativity and critical thinking.

Delivery Type	Student Contact Hours
Lectures	3
Seminars	20
Workshops	20
Open studio with supervisory presence	25
Individual or group-based tutorial	2
Total contact hours	70
Independent study hours	330
Total hours for the unit (Independent and taught student contact hours added together)	400

Unit Aims

The **Major Project Evaluation and Portfolio** unit aims to:

- A1 Critically and professionally evaluate the major project with reference to the research question, aims and industry context

- A2 Reflect with integrity on personal and professional development and identify a future career direction.
- A3 Understand how to use professional platforms to engage with potential employers and build a professional presence.
- A4 Create a polished online portfolio that showcases their work and personal brand to prospective employers.

Learning Outcomes

- LO1. Critically evaluate project outcomes using relevant theoretical frameworks and apply insights to real-world contexts.
- LO2. Reflect on personal learning and development by assessing progress, time management, work practices and demonstration of professionalism
- LO3. Develop a professional online portfolio that effectively communicates skills and achievements and shows awareness of industry protocols.
- LO4. Select and apply appropriate digital tools to build a visually coherent and engaging profile.
- LO5. Demonstrate initiative and independence in managing time and resources efficiently.

Assessment Strategy

The evaluation report will be supported through lectures and seminars that provide theoretical frameworks that students can apply to evaluate both their project outcomes and their own personal and professional development. Guidance will be provided through the unit brief on the topics that the evaluation should cover, rather than give a prescriptive template – allowing for differences in projects and individual approaches across courses and specialisms.

The students are given a choice in the assessment format of the presentation – either a written report (with visual references) or a video evaluation. If students choose the video evaluation it is expected that there will be either a voice over or dialogue to camera, that enables the student to demonstrate the same level of critical evaluation provided by the report option.

The evaluation will be submitted in week 5, the portfolio in week 10.

Formative Assessment

Students will present progress against portfolio development in week 6 and receive formative feedback during seminars.

Summative Assessment

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
<i>Major Project Evaluation Report or video analysis with transcript.</i>	<i>Summative</i>	4000 to 5,000 words	50%
<i>Portfolio progress presentation</i>	<i>Formative</i>	6 slides	
<i>Portfolio</i>	<i>Summative</i>	15-20 pages equivalent 4,000 to 5,000 words	50%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Kolb, D. A, 1984 *Experiential learning - experience as the source of learning and development*. London: Prentice Hall.

Marwick, AE 2013, *Status Update: Celebrity, Publicity, and Branding in the Social Media Age*, Yale University Press, New Haven. Available from: ProQuest Ebook Central. [20 December 2024].