

# PROGRAMME SPECIFICATION

## FOR TAUGHT PROGRAMMES AT ALL LEVELS



THE UNIVERSITY OF  
BUCKINGHAM

<b>Name of Programme:</b>	Vogue Fashion Foundation		
<b>Final Award:</b>	Level 3 Vogue Foundation	<b>Programme Code(s):</b>	
<b>Awarding Institution/Body:</b>	University of Buckingham (currently validated by Gateway Qualifications)	<b>Teaching Institution:</b>	Conde Nast College of Fashion & Design
<b>School of Study:</b>	Conde Nast College of Fashion & Design	<b>Parent Department:</b>	N/A
<b>Programme Length:</b>	9 months - (3 terms of 10 weeks each in duration)	<b>Location:</b>	16-17, Greek Street, London W1
<b>Professional Body Accreditation:</b>	N/A	<b>Relevant Subject Benchmark Statement (SBS):</b>	QAA SBS Art & Design (2019) QAA SBS Media, Film & Cultural Studies (2019)
<b>Admission Criteria:</b>	18 years old or above  GCSE in English & Maths at Grade C (4) or equivalent international qualifications.  English Language Test for International Students - IELTS 6  Personal statement & Pre-recorded Interview	<b>Applicable Cohort(s):</b>	September 2023
<b>FHEQ Level:</b>	FHEQ Level 3	<b>UCAS Code:</b>	

### Summary of Programme

The Vogue Foundation Programme is a broad introduction to the creative disciplines, such as; visual culture & communication, image making, styling, magazine & media publication, and creative direction; all situated within the fashion communication and media industries. The course consists of 5 modules equating to 120 credits ( 4 x 20 credit and 1 x 40 credit), taught over three terms, with contact hours timetabled across 3 days a week. Each term consists of one module in its entirety and two other modules that run across each term. (Please see the programme structure at the end of this document).

Students chose our course so that they could explore their creative interests and acquire the skills required to prepare a portfolio of creative work suitable to progress to the next stage of their education or career. The course offers students an introduction (level 3), to the world of fashion communication and media, acting as a platform for progression onto the BA (Hons) Fashion Communication & Industry Practice at Condé Nast College of Fashion and Design or alternative higher education courses. These include courses in Creative Direction, Fashion Design, Fashion Photography, Art History. In terms of early stage career steps, our graduates have gone on to secure internships or work placements at Vogue Singapore and Versace in Milan.

The Vogue Foundation programme serves as a perfect bridge between school and higher education. It is suitable for a range of possible applicants:

- School leavers interested in fashion related courses, who may be unsure which creative area they would like to specialise in at degree level.
- School leavers that did not take a design based subject at A-level (or international equivalent) but are now seeking to undertake a more creative course of study.
- Those who do not yet meet the entry requirements for the College's BA (Hons) Fashion Communication & Industry Practice course or equivalent degree courses at other institutions; and may benefit from a year's pre-study at level 3.
- Mature students returning to education.

### Progression Opportunities Within Condé Nast College of Fashion & Design:

For those completing the Vogue Fashion Foundation who wish to progress from level 3 to 4, we have several courses at Condé Nast College of Fashion & Design from which they could choose.

- Condé Nast Certificate in Fashion Media
- Condé Nast Certificate in Fashion Marketing
- Condé Nast Certificate in Fashion Communication
- Condé Nast Diploma in Fashion Communication
- BA (Hons) Fashion Communication & Industry Practice

### Progression Criteria:

- To progress onto one of our Condé Nast Certificates or Diploma course - the Foundation student must attain a pass
- To progress onto our BA (Hons) Fashion Communication & Industry Practice - the Foundation student must attain a pass, must submit/ show their portfolio of Foundation Work, and have a satisfactory interview with the Undergraduate Programme Director, or senior member of the BA academic team. This is inline with those applying from outside the College.

### Educational Aims of the Programme

The educational aims of the Level 3 Vogue Foundation course are to:

- Prepare students for the transition to higher education to enable them to successfully progress on to study at BA Level 4
- Develop learners' understanding and knowledge of the fashion, media and creative industries and the varied professional roles and skills required.
- Introduce and equip students with basic academic study, research and writing skills.
- Explore a range of practical skills situated within fashion and media production.
- Equip the students with digital skills that are utilised within fashion such as Adobe Creative Suite and alternate online platforms.
- Allow students the opportunity to undertake collaborative practice, working in teams to emulate industry practice
- Develop students' visual, verbal communication and presentation skills
- Support students to build a portfolio of work and reflect on their creative practice, justifying their direction and choices.
- Stimulate engagement and participation in the learning process and to encourage students to become active, autonomous learners.

### Programme Outcomes

#### **Knowledge and Understanding**

On successful completion of the Vogue Foundation course, students should be able to:

1. Demonstrate knowledge, theoretical understanding and awareness of basic concepts and principles relevant to the discipline
2. Demonstrate ability to apply key knowledge and principles in the production of creative outputs
3. Gain awareness and familiarity with a range of creative disciplines and associated job roles in fashion and media
4. Demonstrate an understanding of the main issues facing the fashion and media industries considering ethics, inclusivity, diversity, sustainability, social responsibility and the impact of positive change.

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#### **Teaching/Learning Strategy**

Knowledge and understanding will be acquired through a combination of:

- Lectures on fashion theory, creative practice and academic related topics
- Classroom based activities and discussions supporting active participation and group work
- Workshops to help apply knowledge and understanding to support creative practice
- External visits to art galleries and museums to underpin learning
- Weekly talks by industry professionals
- Special Vogue Masthead event
- Careers sessions to support understanding of the industry and highlight employability skills
- Use of VLE to support learning & teaching
- Tutor support includes:
  - formative feedforward via VLE
  - formative support within classes
  - scheduled small group tutorials
  - bookable individual tutorials

		<p><b><u>Assessment Strategy:</u></b></p> <p>&gt; Assignments are designed to demonstrate understanding, analysis and evaluation and include the following:</p> <ul style="list-style-type: none"> <li>• <b>Essay</b></li> <li>• <b>Workshop tasks:</b> that are followed through as directed study and submitted for assessment</li> <li>• <b>Practical assignment</b></li> <li>• <b>Written assignment</b></li> <li>• <b>Classroom discussion &amp; practical assignment</b></li> <li>• <b>Presentations</b></li> <li>• <b>Tutor support includes:</b> <ul style="list-style-type: none"> <li>○ formative support within classes</li> <li>○ scheduled small group tutorials</li> <li>○ bookable individual tutorials .</li> </ul> </li> </ul>
<p><b><u>Cognitive Skills</u></b></p> <p>On successful completion of the course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Undertake appropriate research, applying findings to inform project work</li> <li>2. Demonstrate critical thinking and visual analysis skills</li> <li>3. Engage in reflective practice to identify one's own strengths, potential future opportunities and any areas/skills in need of further practice for continued professional development.</li> <li>4. Demonstrate basic academic study, research and writing skills.</li> </ol>		<p><b><u>Teaching/Learning Strategy</u></b></p> <p>&gt; Cognitive skills will be acquired through a combination of:</p> <ul style="list-style-type: none"> <li>• Lectures, seminars and workshops to support the acquisition and practice of academic/study skills. These include: <ul style="list-style-type: none"> <li>○ how to use Harvard Referencing correctly</li> <li>○ classroom based activities allow students an opportunity to engage in critical thinking, to critically analyse and debate specified topics</li> <li>○ how to write and structure essays and reports</li> <li>○ workshops to develop critical thinking skills</li> <li>○ visits to galleries and museums to introduce field research, visual analysis and object analysis</li> </ul> </li> <li>• Lectures and workshops to introduce and develop reflective practice and reflective writing.</li> <li>• Professional development sessions supporting students to: <ul style="list-style-type: none"> <li>○ understand what reflective practice is and why it is important</li> <li>○ identify their strengths in support of developing creative work</li> <li>○ Identification of areas for skills development for employability</li> </ul> </li> <li>• Workshops and brainstorming activities are designed to encourage: <ul style="list-style-type: none"> <li>○ creative thinking</li> <li>○ mind mapping &amp; brainstorming to generate of ideas</li> <li>○ determining areas for research</li> <li>○ using and applying research</li> </ul> </li> <li>• For all modules the VLE is used to support learning &amp; teaching. Follow up tasks, readings, discussion boards and quizzes are used, and extra resources are posted to help students with their research and learning.</li> <li>• Tutor support includes: <ul style="list-style-type: none"> <li>○ formative support within classes</li> <li>○ scheduled small group tutorials</li> <li>○ bookable individual tutorials</li> </ul> </li> </ul>

	>	<b><u>Assessment Strategy</u></b> <ul style="list-style-type: none"> <li>• <b>Essay &amp; Report</b></li> <li>• <b>Presentations</b> to demonstrate research, how it has been applied and the synthesis of ideas</li> <li>• <b>Annotated Research &amp; Visual Tasks</b> used to visualise critical thinking and ideas</li> <li>• <b>Reflective writing</b></li> <li>• <b>Professional Development Planning (PDP)</b> Careers file</li> <li>• <b>Formative assessment:</b></li> </ul>
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<b><u>Practical/Transferable Skills</u></b> On successful completion of the course, students should be able to: <ol style="list-style-type: none"> <li>1. Evidence of exploration and use of fundamental creative techniques, processes and materials used in the development of creative outputs relevant to the discipline</li> <li>2. Utilise basic design software and design tools/equipment in the production of creative outcomes</li> <li>3. Present work and ideas, communicating clearly in visual, verbal and written formats</li> <li>4. Work collaboratively in teams on creative multimedia tasks/projects, negotiating roles and responsibilities</li> <li>5. Demonstrate autonomy by working independently on a final self-directed project, evidencing effective project management</li> </ol>	>	<b><u>Teaching/Learning Strategy</u></b> Practical skills will be acquired through a combination of: <ul style="list-style-type: none"> <li>• Lectures, workshops, classroom based activities, field research activities and exhibition/museum visits.</li> <li>• Lectures are included to foreground the context for practical sessions.</li> <li>• Workshops and classroom activities support creative exploration and development in: <ul style="list-style-type: none"> <li>○ a range of creative techniques</li> <li>○ use of mixed / multi media</li> <li>○ use of software and digital design programmes</li> <li>○ idea development and iteration of ideas</li> <li>○ compiling portfolios of work</li> </ul> </li> <li>• Demonstrations are used to show specific creative and practical techniques as well as use of digital design programmes</li> <li>• Workshops, classroom based activities, show and tell sessions, work in progress presentations, group &amp; individual tutorials, and presentations of final work support students to gain confidence and practise their communication skills: <ul style="list-style-type: none"> <li>○ visual presentation of work in progress and finished assignments</li> <li>○ verbal discussion about work in progress and presentation of final work</li> <li>○ writing - this includes, basic editorial/journalistic writing, academic essay; basic report style writing, annotation to communicate information about research and how it has informed the development creative outcomes; reflective writing, and the written content for presentation slides</li> </ul> </li> <li>• Group work in class, group tasks and projects support students in: <ul style="list-style-type: none"> <li>○ working collaboratively</li> <li>○ negotiation</li> <li>○ problem solving</li> </ul> </li> <li>• Mid-module reviews, formative feedback &amp; tutorial support are in place to aid: <ul style="list-style-type: none"> <li>○ time management</li> <li>○ problem solving</li> <li>○ working independently</li> </ul> </li> <li>• For all modules the VLE is used to support learning</li> </ul>
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		& teaching. Follow up tasks, readings, discussion boards and quizzes are used, and extra resources are posted to help students with their research and learning.
	>	<b><u>Assessment Strategy</u></b> <ul style="list-style-type: none"> <li>• <b>Portfolio</b> to show a body of work</li> <li>• <b>Individual &amp; group presentations</b></li> <li>• <b>Sketchbooks &amp; Moodboards</b> (physical &amp; digital)</li> <li>• <b>Professional Development Planning (PDP)</b> Careers file</li> <li>• <b>Formative tasks</b></li> <li>• <b>Formative feedback in group &amp; individual tutorial</b></li> </ul>

External Reference Points	
<p><b>The Learning Outcomes for the Vogue Fashion Foundation were developed through reference to these subject Benchmark statements. With the proviso, that the course is at an introductory level and that student achievement would be assessed appropriate to level 3.</b></p> <p><b>QAA Subject Benchmark Statement for Art &amp; Design (2019)</b>  <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16</a></p> <p>(2.5) Engage with appropriate related theories within global, historical/contemporary and cultural/environmental settings, which inform context and add purpose  (4.4) Employ materials, media, techniques, methods, technologies and tools associated with the discipline  (6.10) Apply ethical principles and personal values to their work.  (6.10) Source and research relevant material, assimilating and articulating relevant findings / Navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources  variety of sources  (6.10v) Identify personal strengths and needs, and reflect on personal development.  (6.6i) Navigate, retrieve and manage information from a variety of sources  (6.8iv) show judgement and self-critique in the development ideas through to outcomes</p> <p><b>QAA Subject Benchmark Statement Communication, Media, Film &amp; Cultural Studies (2019)</b>  <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-communication-media-film-and-cultural-studies.pdf?sfvrsn=28e2cb81_4">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-communication-media-film-and-cultural-studies.pdf?sfvrsn=28e2cb81_4</a></p> <p>(4.3vii) understanding of the interrelationships of technological and social change  (4.3viii) the development of forms and practices in cultural consumption, including the emergence of 'subcultures'  (4.3ix) the ways in which theories, debates and concepts have evolved in particular historical contexts.  (4.4ii) Understanding of the ways in which individuals and groups express their identity and communicate such identities culturally  (5.6ii) Collate, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms  (5.6iv) Organise and manage supervised, self-directed projects  (7.5xi) The ability to consider critical, ethical, and analytical views other than their own, and exercise a degree of independent and informed critical  (7.5ix) The ability to engage with and to advance creative processes in one or more forms of media or cultural production</p>	
<p><b>Please note:</b> This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.</p>	

<b>Date of Production:</b>	15th July 2022
<b>Date Approved by Validation Panel:</b>	
<b>Date of Annual Review:</b>	

Programme Structure

	Vogue Fashion Foundation Programme		
Term	Autumn (Sept - Dec)		
1	3A Creative Industries (20 credits)	3B Multimedia Practice Part 1 (20 credits)	3C Fashion Portfolio Part 1 (40 credits)
	Spring (Jan - March)		
2	3D Design & Visual Culture (20 credits)	3B Multimedia Practice Part 2	3C Fashion Portfolio Part 2
	Summer (April - June)		
3	3E Fashion Media & Communication (20 credits)	3B Multimedia Practice Part 3	3C Fashion Portfolio Part 3