Programme Handbook
Vogue Certificate Programmes 2023 - 2024

Welcome:

This Programme Handbook provides an introduction to your Course and the College. It contains the key information to help you navigate your time with us at Condé Nast College of Fashion & Design, and to support you as you work through the course. Please take the time to read through this information carefully.

If you have any questions about anything included in this document please contact your Programme Director. We also welcome any comments you may wish to make on the handbook or suggestions for improving the information provided.

Disclaimer

The information published herein represents the policies and procedures of Condé Nast College of Fashion & Design (hereafter referred to as "the College") at the time of publication. The College reserves the right to change without notice any matter contained in this publication. Payment of tuition for or attendance in any classes shall constitute a student's acceptance of the College's policies and procedures as well as the College's right to change the same.

Contents:

Your Programme Handbook is divided into two main sections. The first deals with information about the College, the campus, resources, and regulations and policies. The second section contains information about your specific course and study programme.

Part 1: The College

- ○ Academic Year & Term Dates
- ○ The Campus
- ○ Arrival & Induction
- ○ The College & You
- ○ Extra Curricular Activities
- ○ Getting Involved with the College
- ○ College Systems
- ○ College Resources
- ○ Student Engagement
- ○ Student Support Services
- ○ Regulations & Policies
- ○ Leaving Condé Nast College

Part 2: Your Course

Part 2: Your Course

1.0   Course Aims

These are industry-focused one term programmes that provide a learning environment that will introduce you to fashion communication concepts and industry practices specific to fashion, media and the wider creative industries, such as beauty and lifestyle. These broad-based multi-disciplinary courses offer you the opportunity to examine a range of areas within fashion and media communication that include: fashion marketing, promotion and branding;image-making, photography, film and creative direction, as well as graphic & digital design, and fashion media & journalism. Within this framework of topics, the course covers essential theory and practice, and considers the most recent changes, developments and trends experienced within the industry, as well as predicted future innovations and initiatives.

The fashion industry is undergoing a period of significant change, and the course encourages students to consider some of the key issues and problems arising now, alongside those that might emerge in the future. The curriculum is designed to allow for flexibility so that the newest and emerging trends, philosophical debates, theoretical approaches and industry practices can be integrated within the learning experience. The course takes account of diverse attitudes and cultural viewpoints, recognising fashion's role and significance in cultural, economic, global, local and community contexts.

The Vogue Certificate courses are designed to allow passionate and motivated students an opportunity to explore both the strategic and the creative, investigating how the two work in tandem. The learning and teaching approach would therefore accommodate

students who are more creative in focus, those who are more strategic, as well as those who show an aptitude for both. A key aim is to support an effective transition from study at A level, FE and Foundation level through to HE level 5, and subsequently onto a career in the fashion, media or creative industries, or potential further study.

The single term programmes are largely taught at level 4, apart from the Certificate in Fashion Communication that includes one level 5 module. The courses offer an unique blend that combines academic rigour and industry engagement with practical and professional skills acquisition, drawing on the expertise of Condé Nast Publications and the College's wide network of industry professionals. The content is designed to ensure that students cover the following overarching areas: academic practice, creative practice, industry practice; research & communication, and careers & employability. Students are encouraged to develop their understanding of how the fast-paced and ever-changing fashion and media industries operate, and to consider their potential future role within these industries.

The key aims of the Vogue Fashion Certificates are to:
- Introduce students to the social, cultural, economic, and political histories from which fashion, media and communication practices have emerged
- To provide a platform for debate, encouraging students to explore possible and likely scenarios for the future of the fashion and media industries, with a focus upon potential for systemic and positive change
- Develop students' communication skills across a variety of media, with an emphasis on the understanding of both strategic and creative outputs
- Provide opportunities for students to develop key transferable skills in research and analysis, intellectual autonomy, creative thinking, innovation, and the production of creative and strategic outputs
- Develop students' knowledge and understanding of industry practice, through learning and interaction with professionals within the fashion, media and associated industries
- Enable each student to determine their own personal and professional strengths through critical reflection, with a view to identifying and pursuing a suitable career path within fashion, media and related industries, or continuing with further study within HE

Level 4 modules support students to:

- Develop the knowledge, understanding and specialist skills relevant to the discipline
- Understand the wider influences and challenges related to the discipline
- Learn how fashion industry professionals gather and interpret research information
- Explore and experiment, learning to use an iterative process to generate and develop ideas
- Communicate ideas and the development and outcomes of project work in visual, verbal and written formats

- Present work in a way that communicates ideas and outcomes clearly and effectively
- Work effectively as part of a team
- Understand the importance of reflective practice
- Develop an effective approach to independent learning, planning, organisation and time management
- Develop skills to support professional development and employability.

Level 5 modules support students to:

- Develop more advanced technical and practical skills relevant to the discipline
- Utilise and apply theory to underpin strategic and creative approaches to industry problems
- Critically analyse qualitative and quantitative research findings and industry data in order to make sound, informed judgments, and to substantiate approaches to project tasks and assignments
- Show a more autonomous approach to learning with evidence of more advanced critical reflection
- Develop skills in collaborative practice, working with internal and external partners
- Consider your own practice and skills in the context of potential careers within the fashion and wider creative industries
- Consolidate knowledge, understanding, cognitive and practical skills in order to apply these to more complex tasks and projects.

1.1   Course Map

Full-time: Certificate in Fashion Media

Autumn Term

Fashion Culture & Trends [Level 4 / 15 Credits]	Fashion Image & Visual Communication [Level 4 / 15 Credits]	Introduction to Fashion Media [Level 4 / 15 Credits]

ASSESSMENT

Full-time: Certificate in Fashion Marketing

Winter Term

Fashion Marketing & Promotion [Level 4 / 15 Credits]	Fashion Retail Environments [Level 4 / 15 Credits]	Fashion & Society [Level 4 / 15 Credits]

ASSESSMENT

Full-time: Certificate in Fashion Communication

Spring Term

Fashion Branding & Communication [Level 4 / 15 Credits]	Brand Identity & Design [Level 4 / 15 Credits]	Professional Development Portfolio [Level 4 / 15 Credits]

ASSESSMENT

The Vogue Certificate courses at Condé Nast College are globally recognised qualifications awarded by The University of Buckingham. In relation to the UK Qualifications framework it is worth 45 credits, made up of three x 15 credits modules per term, including 1 x 15 credit level 5 module in the final term.

2.0   Modules

Vogue Certificate in Fashion Media

- **Fashion Culture & Trends - 15 Credits Level 4**
  The Fashion Culture & Trends module provides you with an opportunity to learn about fashion cultural theory, the historical evolution of fashion and the political, economic, societal and technological factors that shape the direction of, and discourse relating to, fashion past and present. The aims of the module are to:
  - Introduce the basics of fashion and cultural theory
  - Provide an overview of key aspects of the evolution of fashion
  - Investigate macro-trends and their impact on fashion past and present
  - Examine how fashion trends are established and communicated
  - Introduce relevant study skills and the fundamentals of academic practice including Harvard Referencing
  - Introduce basic primary and secondary research methods

- **Fashion Image & Visual Communication - 15 Credits Level 4**
  The Fashion Image & Visual Communication module offers you an opportunity to develop your practical skills in image making.
  This will involve photography, moving image, collage and illustration. During the module, you will examine the importance of image as a communication tool and learn about early pioneers and current innovators in the field of fashion image making and communication. As part of this module, you will be shown how to use the photo studio and equipment; learn image and film editing techniques, as well as learn how to produce your own shoot. The aims of the module are to:
  - Examine the importance of image as a communication tool
  - Develop practical skills in image making and visual communication
  - Explore a range of visual communication methods and introduce students to key visualisation techniques across a range of media.
  - Encourage experimentation and understanding of the creative process
  - Explore the evolution of fashion imaging from early pioneers to current innovators in the field
  - Facilitate students' use of industry standard software for the creation and presentation of image and visual communication

- **Introduction to Fashion Media - 15 Credits Level 4**
  The Introduction to Fashion Media module gives you an overview of Fashion Media in all its forms. During the module you will learn about the fashion media landscape and its evolution since inception to how it operates today as a multimedia sector of the wider media industry. You will learn about the content that goes into a magazine and a variety of different media formats both print and digital. The aims of the module are to:
- Introduce key history and theory relating to fashion media
- Examine the fashion media industry, with an emphasis on key principles and industry working practices
- Gain knowledge of the professional roles and potential career paths within the sector
- Understand significant developments within magazine publishing driven by new technologies and digital culture

Academic Calendar for Vogue Certificate in Fashion Media

Week commencing	Modules	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
				AUTUMN TERM - TERM 1				
25-Sep-2023		Induction week		First Day in College	Induction Week	Induction Week	London Orientation Day	
2-Oct-2023	Intro to Fashion Media / Fashion Culture & Trends / Fashion Image & Visual Communication	1	Directed / Self-directed Study	Directed / Self-directed Study	IFM Module Briefing	FCT Module Briefing	FIVC Module Briefing	You will be briefed on your modules, projects and assignments
9-Oct-2023		2						
16-Oct-2023		3						
23-Oct-2023		4			IFM Mid-Module Review			Mid-Module Reviews: This is an important mile stone in the module. We will review where you should be, what is left to cover and remind you about the Learning Outcomes and Assessment.
30-Oct-2023		5				FCT Mid-Module Review		
6-Nov-2023		6					FIVC Mid-Module Review	
13-Nov-2023		7						
20-Nov-2023		8						
27-Nov-2023		9	IFM Submission					All submissions are via Canvas
4-Dec-2023		10	FCT Submission				FIVC Submission	
11-Dec-2023					Winter holiday			
18-Dec-2023								
25-Dec-2023								
1-Jan-2024								

Vogue Certificate in Fashion Marketing

- **Fashion Marketing & Promotion - 15 Credits Level 4**
  The Fashion Marketing & Promotion module provides you with an opportunity to learn about key fashion marketing and promotional theory and analysis tools. You will learn how and why marketing fashion products differs from other consumer goods and services. During this module you will examine fashion marketing theories and techniques, using a specific market sector as the basis for a case study. The aims of the module are to:
- Introduce students to key fashion marketing and promotional theory and analysis tools
- Provide tools/methods for effective research and brand analysis
- Ensure students can recognise and understand the unique characteristics of fashion marketing, considering how and why marketing fashion products differs from other consumer goods and services

- **Fashion Retailing Environments - 15 Credits Level 4**
  The Fashion Retail module provides you with an opportunity to learn about visual merchandising for fashion, and to look at the overall retail environment, both physical and digital. You will explore key aspects of fashion retailing, examining the scope of environments in which it operates. The aims of the module are to:
  - Explore key aspects of fashion retailing, examining the scope of environments in which it operates
  - Consider the retail experience from a brand and consumer perspective
  - Clarify key job roles and functions within fashion retailing
  - Give students an opportunity to develop skills in fashion retail /e-tail design and visual merchandising for online and bricks & mortar contexts
  - Develop team working skills

- **Fashion & Society - 15 Credits Level 4**
  The Fashion & Society module provides you with an opportunity to consider some of the critical issues affecting contemporary fashion. The module looks at fashion as a local and global entity, with a focus on inclusivity, diversity and other ethical issues. The module is also designed to enable you to progress your academic skills, focusing on research, critical analysis, visual analysis, essay writing and the use of Harvard Referencing. The aims of this module are to:
  - Investigate and discuss critical issues relevant to fashion
  - Place fashion and fashion communication in global and local contexts
  - Examine the global fashion system and consider its ethical implications and impact on sustainability
  - Examine fashion in relation to societal issues such as inclusivity and diversity
  - Extend knowledge and understanding of fashion and cultural theory
  - Progress skills in academic practice and the use of primary and secondary research
  - Develop skills in critical analysis
  - Enhance study skills, including essay writing, citation and constructing a reference list

Academic Calendar for Vogue Certificate in Fashion Marketing

Date	Module	Week	Study	Study	Event 1	Event 2	Event 3	Notes
			WINTER TERM - TERM 2					**Notes**
8-Jan-2024	Fashion Marketing & Promotion / Fashion Retail Environments / Fashion & Society	1	Directed / Self-directed Study	Directed / Self-directed Study	FRE Module Briefing	FMP Module Briefing	FAS Module Briefing	
15-Jan-2024		2				IFM Grades Released		
22-Jan-2024		3				FCT Grades Released		
29-Jan-2024		4			FRE Mid-Module Review	FIVC Grades Released		
5-Feb-2024		5				FMP Mid-Module Review		
12-Feb-2024		6					FAS Mid-Module Review	
19-Feb-2024		7						
26-Feb-2024		8	FRE Submission		FRE Presentations			Group Presentations
4-Mar-2024		9					FMP Submission	
11-Mar-2024		10	FMP Presentations			FAS Submission		Individual Presentations
18-Mar-2024			Reading Week / NEW YORK TRIP					
25-Mar-2024			Spring holiday					
1-Apr-2024								

- *Please note your induction day will take place on the Monday before your course commences.*

Vogue Certificate in Fashion Communication

- **Brand Identity & Design - 15 Credits Level 4**
  This module will build on themes introduced during the Visual Communication module, with a focus on the fundamental principles of graphic design, the development of practical design skills and proficiency in using relevant software, including Adobe Illustrator. You will consider how these design principles are applied across a range of media and explore historical and contemporary graphic communication practices. The aims of this module are to:
  - Provide an overview of historical and contemporary graphic design & communication practices
  - Introduce the fundamental principles of graphic design and how they are applied in creating brand identity
  - Facilitate the development of practical design skills and proficiency in using relevant software, including Adobe Illustrator

- **Professional Development Portfolio - 15 Credits Level 4**
  This module allows you to reflect on your knowledge and skills so that you can write your CV and develop a small portfolio of work to showcase your skills and talents. There will be sessions that support you in this reflection so that you can review your creative practice within an industry context. The aim is that you can complete this term, with a clearer focus on your next steps, be that for a work placement, job role or further study, as appropriate to your chosen course. The aims of this module are to:
  - Provide students with the opportunity to reflect on and to review knowledge and skills acquired to date
  - Start the application process for industry placement
  - Consider own practice within an industry context
  - Write a CV and tailored cover letters, develop a professional LinkedIn profile
  - Collate and present best work as a digital portfolio

- **Fashion Branding & Creative Communication - 15 Credits Level 5***
  This module focuses on branding and brand communication - considering the Communication Mix and how brand identity is communicated with brand customers and followers. You will be using your module learning to develop a creative communication campaign for a chosen brand. The aims of this module are to:
  - Introduce key theories and practise for branding, communication and PR
  - Examine the concept of brand communication and develop a strategic approach for a creative campaign
  - Conceptualise the creative assets for a brand communication campaign
  - Examine the brand/user relationship - how brands can resonate with and communicate to their audiences
  - Explain the strategic objectives and purpose behind a brand communication campaign

* The Vogue Certificate in Fashion Communication is classified as a level 4 course.

Academic Calendar for Vogue Certificate in Fashion Communication.

			SPRING TERM - TERM 3					Notes
8-Apr-2024	Fashion Branding & Creative Communication / Brand Identity Design / Professional Development Portfolio	1	Directed / Self-directed Study	Directed / Self-directed Study	PDP Module Briefing	FBCC Module Briefing	BID Module Briefing	
15-Apr-2024		2				FRE Grade Released		
22-Apr-2024		3				FMP Grade Released		
29-Apr-2024		4			PDP Mid-Module Review	FAS Grade Released		
6-May-2024		5				FBCC Research Presentations		FBCC Mid-Point assessment
13-May-2024		6					BID Mid-Module Review	
20-May-2024		7						
27-May-2024		8						
3-Jun-2024		9	PDP Submission					
10-Jun-2024		10	BID Submission				FBCC Submission	

- *Please note your induction day will take place on the Monday before your course commences.*

2.1 Calendar

Please note that there may be some changes to the schedules shown under each course module outline, under certain circumstances. You will always be informed of changes and if submission dates are changed, you will always find the accurate submission deadline dates in your module handbook. (Submission dates will never be moved earlier than published.) The purpose of this document is to give you an idea of the overall flow during the course of study with key term, holiday and submission dates.

3.0 Learning & Teaching Strategy

The strategic vision for learning and teaching at the College can be summarised as follows:

To deliver a unique, industry focused learning experience that introduces and explains the often-opaque world of fashion, providing rich and varied learning opportunities that facilitate the development of transferable professional skills in order to prepare students for the future.

As a student at Condé Nast College you are expected to be an engaged and active participant in your own learning. Teaching methods are varied and will include lectures, Q&A sessions, seminars, workshops and tutorials. The College operates a blended teaching model. This means that some of your sessions will take place online and some will take place at the College.

You are expected to read the recommended texts and research relevant topics independently, sharing your thoughts and opinions in class. The assignments set for each module are also designed to facilitate your learning through: active participation in the task, knowledge gained through the research required, the industry-relevant experience provided by completing the project, and reflection on the process and outcome on completion.

The aim of the College is to ensure that all students from the Vogue Certificate courses are equipped with skills, knowledge, experience and/or awareness of the following areas:

- Visual, verbal and written communication
- Collaboration and teamwork
- Research and scholarship

- Intellectual autonomy and creative thinking
- Ethical awareness
- Employability and professional development
- Enterprise and entrepreneurship
- Global citizenship
- Industry understanding

We aim to provide a well-rounded educational experience that teaches transferable skills and promotes the importance of working collaboratively in a positive and inclusive environment. You will be encouraged to analyse your own behaviour and productivity and consider how to best utilise your strengths, both during your time at College and when starting your career in fashion. You will also evaluate the meaning of fashion in the 21st Century and how the industry impacts on and connects with the wider world – rather than simply accepting current norms and practices in the fashion industry you are encouraged to disrupt and seek to improve them.

The course consists of lectures, seminars, workshops and tutorials. Taught sessions alone will not provide all the information you need to navigate the course; in order to understand the topics covered, and to engage with the learning, additional reading and research will be required. Class discussion is an important part of your learning and you will be allocated a seminar group, which will change over the duration of your course. You should not move to another class without this being approved by the relevant Module Leader or the Programme Director.

3.1   Exhibitions & Visits

Exhibition visits are a very important aspect of your programme, and should be treated as an extension to teaching sessions. There will be organised group visits to exhibitions as part of your studies - the College purchases the tickets for you. These visits are included within taught module hours. You may be set tasks associated with these visits, which will relate to the learning for the specific module. On these visits we encourage you to respond and engage with the exhibits in your own way – you will learn from reading the labels/ didactic panels and viewing the objects on display. You will also be encouraged to engage with digital exhibitions and archives.

As part of your course, you will attend a session called "*Bringing the Masthead to Life*." This is where you will learn first-hand from Condé Nast professionals working across the titles and departments of the business. All students are expected to attend this session as this will underpin the course content for one of your first modules; Introduction to Fashion Media.

3.2   Assignments & Coursework

Coursework is an essential and integral component of your academic programme and the majority of assessment is project based. It is through assignments, research and enquiry etc. that you will develop ideas and improve your understanding of the topics and study material. It is an important part of your learning and allows academic staff to provide feedback on your progress.

Various assessment and learning strategies will be employed during your course. The coursework requirements for each module will be set out in the Module Handbook with submission dates indicated for each submission. You should plan your work in advance to ensure that you allow sufficient time to complete assignments, allowing for unforeseen difficulties. This Programme Handbook, Module Handbooks and taught sessions include the key information you will need to undertake your coursework within the set timescales. The Programme Handbook also provides an overview of submission and assessment time scales with dates for the year, allowing you to plan your study time accordingly.

You must ensure that you understand the requirements of the coursework set, and if not, resolve any problems or ambiguities with the relevant member of the permanent academic team prior to the submission date for the assignment.

3.3   Group Work

It is every group member's responsibility to ensure the group assignments are completed to the desired standard on time. Unless otherwise specified in the assignment brief, through a clear rationale and method for distinguishing between performances, the tutor will mark the assignment, awarding equal marks to all members for the group work component, unless presented with written evidence prior to the submission date of the assignment that a student has not been an active member of the group. Where the written evidence is conclusive that a student has not made an adequate contribution to the group assignment, the tutor will reduce the group work marks awarded to the student concerned. In cases where the evidence is conclusive that a student has not made any contribution to the group assignment, they will be awarded a mark of zero for the group work component in question.

3.4   Satisfying Module Requirements

A student will be considered not to have satisfied the module requirements for any module where that student has:

   a) been excluded from the examination under Regulation 4.5.2

   b) been absent from the examination without proper explanation or without having obtained the prior permission of the Global Director of Operations

   c) been deemed by the examiners to have made no serious attempt in the module assignments, examinations or in the prescribed coursework.

3.5   Attendance

Lectures, seminars, tutorials, workshops and external visits are an integral part of your programme of study and students are expected to be regular and punctual in their attendance. Students need to attend a minimum of 75% of their classes in order to have the sufficient knowledge to succeed in their assignments/ examinations. Attendance below 75% could jeopardise your work and result in a fail grade. If you cannot attend a class for any reason please email attendance@condenastcollege.ac.uk. Students with a Student Visa must meet the statutory attendance requirements of the UKVI. Failure to meet these

requirements (without good cause) can result in removal from both the College and the UK.

Low or non attendance on a module may result in you being refused entry to your examination, which includes assessment of the project work.

Academic Regulations Relating to Attendance:

3.5.1 Students are required to attend punctually and regularly the modules, lectures, seminars, workshops and tutorial periods prescribed by the special regulations together with such other lectures or classes as may be directed, and be examined in them.

3.5.2 If the Global Director of Operations certifies that there has been a breach of the attendance regulation then the student shall not be admitted to the examination or assessment for that module

3.5.3 Wherever possible, permission for absence should be sought in advance. Where permission for absence is not sought in advance, the absence must be reported at the earliest possible opportunity. Please contact attendance@condenastcollege.ac.uk to submit your request for permission to be absent or explain the reasons for your absence. Appropriate evidence should be supplied and this will be passed on to the Global Director of Operations. In the case of illness causing an absence of five days or more, a medical certificate will be required. (For ill-health and requests for Mitigating Circumstances please see section 8 of this handbook.

3.6   Registering your Attendance

You must swipe in using your student ID card at the start of every taught session. Each classroom has a grey reader which you touch your card against. This automatically maintains your attendance record and is emailed to programme staff daily. Where sessions are conducted in locations other than the College, including on trips and visits, a paper register will be taken to confirm attendance. If you are late, please ensure that you touch your card, or sign in on a break or when exiting. You will be shown how this works as part of orientation. You may only swipe in for yourself. If it is discovered that other students have been swiping/signing in on your behalf, or that you have been swiping/signing in on the behalf of other students, then disciplinary action may be taken.

Students' engagement with online learning and teaching activities is monitored through the CANVAS LM system, which tracks the sessions a student participates in, and the pages on the system that they have viewed, including recorded sessions and the submission of assignments, timely or otherwise.

Programme Coordinators are the first point of contact for students to report and explain absence or lack of engagement and it is their responsibility to update, maintain and monitor the attendance and engagement records of students. Students are expected to respond immediately to notices regarding attendance issued by Programme Coordinators. Please email attendance@condenastcollege.ac.uk.

3.7   Appropriate Conduct in Lectures & Classes

Late arrival to lectures and classes: If you arrive to a lecture or class late, you are asked to make every effort to ensure that your entrance does not interrupt the lecturer or distract the class. If your lateness is likely to disrupt the class too much, you may not be able to join the session. For talks by industry guests, you will not be permitted to enter late. We do understand that on occasion there are good reasons to be late – but we still ask you to abide by the rules of good conduct and not enter the class or lecture (you can go to the social learning spaces and use that time productively).

Etiquette in Class: Mobile Phones – it is essential that phones are turned off or put on silent when in class. They should be kept out of sight and must not be used once your class is in session. This is a very strict rule at the College and all students are expected to adhere to it, if not you may be asked to leave the class. Other than water, eating and drinking in class is not permitted.

Note Taking: You are encouraged to take written notes during classes to complement the material provided and aid your understanding. During lectures with industry guests it is recommended that notes are handwritten rather than taken on a digital device. This is to promote professional behaviour and ensure that industry guests are not given the impression that students are not listening (checking phones, tablets or laptops rather than listening can be exceptionally disconcerting for a speaker). *If you have declared any learning difficulties, we will then discuss with you regarding your individual needs for the best possible way for you to take notes.*

Audio-Visual Recording: Recording of lectures in College is not permitted at any time, unless part of a study support plan for an identified learning difficulty. If you need to record a lecture for this reason you MUST inform each speaker in advance and have this agreed, however all speakers at the College have the right to refuse. Any student found recording or photographing a speaker without their knowledge will be subject to College disciplinary procedures.

Slides from the majority of sessions will be made available on Canvas afterwards, however some guest speakers will not provide their slides. The content of lectures and all teaching material is the intellectual property of the College and/or the writer/speaker and must not be shared with anyone outside the College or used to inform the creation of teaching material for other institutions. Any infringement will be taken very seriously by the College and may result in future action.

Online lectures and seminars are usually recorded and uploaded to Canvas for students to view.

WiFi: Wi-fi is available throughout the College and you are encouraged to bring a laptop each day.

3.8 Your Cohort
Your cohort will study alongside students undertaking the below courses.
- BA (Hons) Fashion Communication & Industry Practice
- Vogue Diploma in Fashion Communication

4.0 Assessment & Grading
Your course utilises a range of assessment methods. These include class tests, written and visual reports, written and visual essays, group and individual presentations, research and reflective journals and visual portfolios of creative work. The details of each assessment are outlined in the Module Handbook provided for each module. Assessed presentations may be recorded for assessment purposes (either filmed or audio recorded). These recordings will only be made available to those marking your work and external examiners. You will record your own presentations and upload these to Canvas. Further information on giving presentations can be found in the course handbook, and will be discussed in relevant workshops.

*Please note that the Awarding body, University of Buckingham only awards a **pass or fail** on completion of a Vogue Certificate course. However, the college employs its own internal grading system to allow students an understanding of the standard of academic work achieved from completed assignments. The grading bands are Distinction, Merit, Pass and Fail/ Retrieval. Grade bands are specified for information only and do not impact on the qualification, which is awarded on a Pass or Fail basis.*

Each individual assessment criterion must be satisfied to achieve a pass; if this has not been achieved you will automatically receive a 'Retrieval' grade. It is therefore important to focus more on your learning and development than on your grade, however an overview of the grading system is set out below (4.1.) to help you understand your feedback.

All grading utilises the generic descriptors outlined below, on which all module marking schemes are based. The College aims to be as transparent as possible regarding its approach to assessment and grading – All information on assessment and our internal grading system, can be found below in this Programme Handbook. If, after reading this Handbook and the appropriate Module Handbook, you are still unsure on how your work will be graded, please contact the relevant module leader.

4.1 Grading & Internal Classification

As previously stated, please note that the Awarding body, University of Buckingham only awards a **pass or fail** on completion of the Vogue Fashion Foundation course. However, the college employs its own internal grading band system to allow students an understanding of the standard of academic work achieved from completed assignments and these are listed as follows:

DISTINCTION (Excellent/ Outstanding) 70-100%
An excellent or outstanding (85+) response to the brief that demonstrates high-levels of understanding and engagement, as well as an original approach to the project. The assignment meets industry standards and may exceed

expectations in a specific area. Clearly meets learning outcomes and fulfils all assessment criteria. The work provides an excellent response to the assignment and achieves all learning outcomes to an extremely accomplished level. Work could be comparable to industry standards.

MERIT - HIGH (Very Good) 60-69%
A very good response to the brief that demonstrates a sound understanding of the topic and engagement with the project. Potential for development to a higher standard in a relevant area. Meets learning outcomes and fulfils assessment criteria, but some minor points may need further development or clarification. All learning outcomes are fully met with most at a very good standard.

MERIT - LOW (Good) 50-59%
A good piece of work that demonstrates understanding of the topic and engagement with the project however, there is potential for further development of the topic.. Meets learning outcomes and fulfils assessment criteria, but some elements could be exploited further and need more development. Overall, the submitted work provides a good response to the assignment. All outcomes have been achieved at a competent level.

PASS: (Satisfactory) 41-49%
A satisfactory piece of work that demonstrates understanding of the basic principles covered on the module. Manages to meet learning outcomes but at a basic level as some elements could be developed much further. The work provides an adequate response to the assignment and the amount of work submitted may include some minor, missing components.

PASS/ CAPPED (Bare Pass/ Late Submission) Capped at 40%
The work submitted is minimal but enough to attain a bare pass or is capped due to late submission. If an assignment is late (within 5 working days of the deadline) it is not possible to achieve anything higher than a 40% pass grade. If work is submitted late AFTER 5 working days then this will be marked as a zero and students will need to do a Retrieval.

FAIL: (Unsatisfactory) RETRIEVAL 0-39%
- Work assessed against the learning outcomes for a specific module that achieves a grade within the 30%-39% range is considered as a marginal fail;
- Work assessed against the learning outcomes that achieves a grade within the 20% - 29% range is considered a substantial fail.
- Work submitted that is considered insufficient to be graded will be graded at 0% as will the non-submission of work.
- All work that has failed will need to be resubmitted as a retrieval in order to pass the module.

4.2   Assessment Criteria

For the Vogue Certificate courses, the College makes use of step-grading. This means that the work submitted will be assessed as attaining a level at the low, mid or high point of a specific percentage band. For example, work assessed within the 50% - 59% grade band would be awarded; 52% if it was assessed at the low end of this band; 55% if it considered to be in the middle of the band; or 58% if assessed to have achieved a grade at the top end of

the band. Students will receive feedback to indicate why they have achieved their grade, with information on how to raise the level within the band or step up to the next level grade band. The exceptions to the above are for non-submission which is assessed at 0%. Work considered a substantial fail will be graded at 25%; work achieving a bare pass or that has been capped due to late submission will be awarded 40%. Work can achieve 100% for multiple choice exams where it is possible to score 100.

Each individual assignment within a module will be assessed using step-grading. However, the final grade may end up at a percentage point that is not stepped, depending on how each assignment is weighted. For example, if a student gained 68% for one assignment within a module that was weighted at 60% of the overall grade; and 72% for another assignment within the same module weighted at 40%, then their final grade will be 69.6%. In this instance the grade would be rounded up to 70%, as it was 69.5% or above.

4.3   Assessment Rubrics

Every module has its own assessment rubric which can be found in the Module Handbook. There is a descriptor for every learning outcome at each grade band of achievement. These descriptors are used by tutors when assessing work. The rubric for every module is discussed at the module briefing and during mid-module reviews, so that students are aware of what is expected and how the assignments will be assessed. Rubrics are accompanied with information on, 'what we expect to see' for each learning outcome of the module.

4.4   Marking & Moderation

Each module or project has one lead marker who will provide feedback. A second member of the academic team also marks a sample of work before a final grade is awarded. Moderation is used to ensure that an assessment outcome is fair and reliable. Moderation can take various forms including sampling, additional marking of borderline cases or a statistical review of marks.

The Condé Nast College requires that in addition to external examining requirements, more than one member of staff is normally involved in marking and moderation processes. In many cases there may be three assessors, especially if there are several assignments for which several tutors were involved in the learning and teaching within the module. This should ensure that grades are not finalised on the basis of only one internal assessor's decision. The Academic Standards Committee oversees appropriate marking and moderating mechanisms and the criteria for the identification of samples to be considered through the moderation process.

The University of Buckingham also appoints an external examiner. The external examiner's main duties are to:

- Evaluate all forms of assessment which contribute to students' degree results
- Evaluate, and help ensure fairness and consistency in, the assessment process
- Moderate summatively assessed work at module and programme level
- Comment on draft examination papers and assessment tasks as appropriate
- Report on the structure, content, academic standards and teaching of programmes
- Comment, if invited to do so, on any alleged cases of assessment irregularities

The external examiner for the Vogue Fashion Certificates is Sophia Plessas.

4.5   Word Limits

Word limits are set by academic staff with the level, range and depth of the piece of work in mind. Setting a word limit ensures that students are being assessed on the same criteria and ensures that the focus of the assignment is maintained.

Where a word limit is identified for an assignment, you must declare the accurate word count on the document. Your work should not be more than 10% over or under the set limit. If work does not adhere to the set word limit this will be reflected in the grade awarded or you may be asked to re-sit the assignment. The word limit runs from the introduction to the conclusion of the assignment. The word limit does not include the following: direct quotes, abstracts, contents page, diagrams, graphs, images, reference list, bibliography or appendices.

4.6   Special Assessment Arrangements

If you have a physical or learning disability you should declare this and contact the Global Director of Operations before the start of your studies. As stated above, the College attempts to be anticipatory in attending to students' needs, but any information that enhances this process is an advantage to the individual. We will then be able to assess your needs and make recommendations to support you with the completion of your coursework.

4.7   Extension to Deadline

For students with mitigating circumstances who are unable to fulfil the assessment requirements, the College may offer the opportunity to submit work at a later date, however extensions to deadlines are only given in extreme circumstances when evidence is provided. Please be aware that members of the academic team cannot grant extensions; all extensions must be approved by both the Global Director of Operations and Programme Director after a formal application for consideration of mitigating circumstances has been lodged (see section 8 for further information and Academic Regulations 8.5-8.6). Please contact the Director of Operations in advance if you cannot submit an assessment on time.

4.8 Module Retrieval

Subject to the provisions relating to the course load for students, (point 5.9), or in the event of a student failing part or all of an assessment, or where a student has not satisfied the module requirements for any module specified by the curriculum for the degree programme, that student:

a) Will have one resit opportunity to satisfy the module requirements for the module concerned and if following the resit opportunity, has still not satisfied the module requirements will be required to re-attend and retake the module when it next runs.

b) Is deemed to have not satisfied the requirements under the Attendance Regulations, shall be required to re-attend the module concerned.

c) May not if the Board Examiners so decides, be permitted to proceed to the next stage of study before satisfying the module requirements.

4.9   Course Load for Students

The course load is 45 credits for the duration of the course for the 1 term of study.

5.0   Feedback

It is important to note that feedback comes in many forms and is not always formally written. During your time at the College you will receive feedback in a variety of ways, as follows:

- Formative feedback (given during the project) provided verbally in class and in responses to questions asked at any other times.
- Formative feedback given in mid-module reviews, small group tutorials or individual project tutorials
- Summative feedback (given on completion of a project) or given verbally after a presentation

All of these methods are equally important and should be taken into account when considering the feedback provided. Feedback from the academic team is given to help you improve your work, as well as help you understand the grade awarded. Feedback is given to aid your professional and academic development, it is not given to criticise and find fault with your work and should be taken as it is intended, as something to help you learn and develop. Comments are intended as suggestions for improvement or questions to provoke further thought or study. Final feedback and grading is communicated using Canvas, the College VLE.

Formative feedback is given during a project in tutorials and workshops. Summative feedback is provided at the end of a project, when it is complete. Normally, assessed assignments and coursework will be returned within 20 working days of submission/presentation. 'Working days' means when the College is open to students and does not include Winter, Spring and Summer breaks. If, exceptionally, this 4 week turnaround cannot be achieved you will be notified with an explanation and a new return date. If you do not understand the comments you have received or you are unsure why a particular grade has been awarded, you should speak to the marker of the assignment in the first instance.

5.1   Property Rights

Where a student has developed intellectual property (IP) that may have commercial value, the intellectual property will be managed in accordance with the College's guidelines, please see the Student Intellectual Property Policy, which is available on Canvas.

6.0   Submission Policy & Guidelines

Submitted work must be well presented and comprehensible. A good standard of English is expected; please see a member of the academic team as soon as possible if you are having problems with this. The use of word processing and spell checking is essential in

producing written work, please ensure that the language on your computer is set to U.K. English. Details of specific requirements for the presentation and submission written and design work will be detailed in the Module Handbook. All projects require a digital copy of all work produced, with occasional requests for printed material. If printed copies of assignments are requested these should be in the format specified in the Module Handbook, which may involve printed zines, leaflets, posters or projects that are bound, legible, clearly labelled and in good condition.

6.1   Online Submission

The majority of your assignments are required to be submitted online via Canvas. You will be given a comprehensive induction on how to do this. Submission via this method will serve as your coursework receipt. The submission requirements and guidelines are published in the relevant module briefs. For details of each assignment's requirements, submission deadline and file formats please make sure you read your Module Handbook and assignment brief carefully _before_ you start working on your assignment.

To submit your assignment on Canvas, please go to the relevant module page, click on the assignments link on the left hand side menu and then click on the desired assignment. On the next page you will see the details of your assignment requirements as described below:

Due: The date and time that your assignment is required to be submitted. You will be marked late for your submission if it is submitted one second or more past the deadline.

Points: Available points for the assignment (usually 100).

Submitting: The type of online submission can be a combination of file upload, website url, media recording and a text entry box.

- File upload: If your assignment requires you to submit a non-media file (i.e. pdf document) this option will be available to you.

- Website Url: If you are required to create a website or blog as a part of your assignment, this option will be available to you. Please make sure there are no viewing restrictions on your website before submitting the link. For example, your website / blog should not require any username or passwords to load. Please note a screenshot of your website at the time of submission will be available to your tutor via Canvas.

- Media Recording: Any Video and Audio recording files submitted to Canvas should be uploaded via the 'Media Recording' tab.

- Text Entry: You may be asked to submit a piece of text or the Panopto recording of your assessed presentation. You will have to insert the text or the Panopto recording in the text entry box. Guidelines on how to submit your Panopto recordings are published in an additional document.

Note: when submitting different submission types, for example website url and pdf document upload, you **MUST** submit them separately. Canvas will not accept multiple submission types in one submission.

File Types: Canvas assignments are set up to accept only the file format requested in your module briefs. You will not be able to upload any files which do not follow the requested file format set in your module brief.

Some commonly requested file formats include PDF for Essays, reports, R&D books and presentation slides etc and JPG for visual elements.

Any video files submitted as part of your assignment MUST be in MP4, H.264 format. Audio file formats supported by Canvas are MP3, WMA and WAV.

Please refer to your module brief for accepted file formats for your assignments.

Timeframe: Your tutor may limit the time that you can submit your work for an assignment. If this option is set, you will not be able to submit before or after the available time.

File Size:
Please see the chart below for file size requirements.

File Type / Format	Recommended Size	Maximum Size
PDF (Written material)	Less than 40MB	40MB (PDF files larger than 40MB can not be processed by Turnitin. This will result in a non-submission by the student and you'll have to resubmit your work)
Media Files (Audio / Video)	Less than 100MB	500MB
Panopto Videos	N/A	N/A
Website URL	N/A	N/A
Text Entry	N/A	N/A
All other file types	Less than 40MB	5GB*

* Please be aware depending on your internet speed, large files may take a very long time to be uploaded onto Canvas. If you are submitting a large file, please allow plenty of time for the upload.

File Names:
Your file names should follow the format requested in your brief. Below is the standard naming convention your files should follow:

      CNCxxxx_ModuleCode_AssignmentName_InitialSurname.FileType
      (CNCxxxx represents your student number)
      Example: CNC1234_RF_Report_ASmith.pdf.

Similarity Report for Online Submissions:
Your submission of any written material will be run through our similarity detection system, Turnitin. Turnitin will compare your submission against several databases of books, journals,

student papers submitted to Condé Nast College and other colleges and universities in addition to websites, magazines and newspapers.

The similarity report of your submitted document will be available to you and your tutors within a few minutes of the submission.

Please note: Any written material submitted must be in text format and submitted as PDF files. Your PDF file must not be more than 40MB in file size.

You may submit drafts of your work to access your similarity report and make necessary amendments before submitting the final version.

Multiple Submissions:
You may make multiple submissions for one assignment. Your tutor will have access to all of the submissions you have made for each assignment. In case of making multiple submissions for an assignment, please use the comment box to inform your tutor of this.

If multiple submissions of the same work are made on an assignment, the last submitted work before the deadline will be graded. Using the submission comment box, you may request your tutor to grade a different submission if you wish too. Please note only one submitted document of the same work will be graded. Please note, in case of multiple submissions, Canvas will only show you the last submission attempt. However, your tutors will have access to all submissions you made for an assignment.

Submission Support for Online Submissions:
In case of any technical issues when uploading to Canvas, please email support@condenastcollege.ac.uk for support.

Before requesting support, please make sure you have read your Module Handbook and have followed the guidelines on file type and formats. If you have difficulties uploading your files, please make sure your files are within the recommended size. Please also make sure you are using Chrome as your browser as other browsers may not be compatible with Canvas.

When contacting support, please provide the following information:

- Name of the module
- Name of the assignment
- Your assignment file type
- Your assignment file size
- Description of the error / issue
- Screenshot of the submission page / error

Any submission support request without the above information will not be answered.
Please note: You can ask for technical support for submissions up to 3 Hours prior to your deadline. Any support requests received after this time may not be answered.

9.0   Industry Practice & Careers

Industry practice is embedded with the Vogue Certificate courses. It is at the heart of all that we do at Condé Nast College. Lectures, seminars and workshops relating to industry practice are included within the teaching.

Please see the specific careers areas that are focussed on, on each Certificate programme:

Vogue Certificate in Fashion Media: You will learn about the job roles and the skills required in the media industry. Practical skills you will learn on this course used by professionals in the Fashion Media area include:

- Adobe InDesign
- Adobe Photoshop
- Premier Rush/Pro
- Digital Photography

You will also learn how to trend forecast and research - these skills tap into the wider fashion industry as core skills for fashion professionals.

In addition to the above you will receive a talk on The Reality of Careers in the Fashion Industry with the Head of Careers as well as 1 x individual careers support tutorial and 1 x tutorial with the course lead.

Vogue Certificate in Fashion Marketing: You will learn about areas such as Visual Merchandising and Marketing roles. You will learn practical marketing theory used throughout the world by marketing professionals as well as learning practical skills and software used in industry, such as:

- Adobe InDesign
- Adobe Photoshop
- Sketchup 3D design

In addition to the above you will receive a talk on The Reality of Careers in the Fashion Industry with the Head of Careers as well as 1 x individual careers support tutorial and 1 x tutorial with the course lead.

Vogue Certificate in Fashion Communication: You will learn about branding and brand management job roles and professional skills. Practical software you will learn to use on this course include:

- Adobe InDesign
- Adobe Photoshop
- Adobe Illustrator

The Professional Development Module also focuses on:

- Skills profiling
- Writing your CV
- Writing Cover Letters for placement and job applications
- Email etiquette and writing suitable emails when applying for placements and work positions
- Creating a portfolio of your best work to show potential employers
- Scheduled 1-2-1 careers tutorials which are fully confidential and impartial

In addition to the above you will receive a talk on The Reality of Careers in the Fashion Industry with the Head of Careers as well as 1 x individual careers support tutorial and 1 x tutorial with the course lead.

9.1   Industry Software

The College will support you with sessions where you will learn industry standard software programmes. These include: Adobe Photoshop, Illustrator and InDesign. These are used continuously during your course and students that do not already have the software installed on their computers are advised to sign up to the Adobe Creative Cloud for the duration of their course. Other programmes that may be used are: Adobe Premiere Pro and / or Adobe Premiere Rush for video editing; Sketchup for visualising store windows and in-store or event space design; Adobe XD or Figma for User Experience (UX) wireframing; WIX for website design, and non-code platforms such as ReadyMag. Instructional classes, additional instructional videos and the College Design Hub are available to support you in learning and applying these programmes.

.

10.0 Assessment / Examinations

(**Note:** *References in these regulations to examination papers shall also include, where appropriate any other form of assessment.*)

Tests, Examinations & Assessed Presentations: Candidates are responsible for ascertaining what tests, examinations or assessed presentations they must attend, and for presenting themselves at the time and place specified.

Examination by Assessed Coursework, Term Papers and Projects: In any report or essay constituting assessed work there must be disclosed full particulars:

a) Of all sources of information consulted (which must be distinguished as either primary or secondary)

b) Of all money paid in respect of its preparation.

In the research for and preparation of assessed work a student must not receive any assistance other than in either or both of:

a) The typing of the student's own manuscript

b) The obtaining of access to a source of information, including obtaining the opportunity to question a person orally or in writing.

Any student in breach of this regulation will be deemed to be guilty of unfair practice and will be subject to disciplinary proceedings under the procedure for Academic Misconduct.

10.1   Examination and Re-examination

To pass a module all assessments within that module must be graded at 30% or above and the aggregate grade for the complete module must be 40% or over.

Where a student achieves a cumulative grade of 40% or above but does not achieve 30% or over for all assessments, the student will resit any assessment elements they did not pass*. The module grade will be capped at the original mark.

Where the student did not achieve 40% for the complete module but did pass one or more assessments within it, only the failed assessments are resits. The module grade will be capped at 40%.

If grades for any resit assessments are less than 40% the student must retake the module. A student who fails a module at the first examination will be required to resit that module at the next available opportunity. If following a resit opportunity a student has still not satisfied the module requirements they will be required to re-attend the module. The mark for a module with resit components or which has been re-attended will be capped at 40% or at the original mark whichever is the higher.

Where a student is required to be re-examined or re-assessed in a module after initial failure, any re-examination or re-assessment shall be at the next available opportunity unless otherwise directed by the examiners. A candidate who does not avail themselves of this further opportunity will lose any further right to a resit examination.

Candidates will not be allowed to resit papers passed at the first attempt. Exceptionally, where the circumstances under which a candidate sat an examination are deemed to have been seriously disadvantageous, and subject to Regulations relating to mitigating circumstances having been adhered to, the Board of Examiners may recommend that the candidate be permitted one further attempt at the examination and be credited with the actual mark obtained.

10.2   Illegible Scripts

For all typed assignments and examinations, please ensure you use a legible typeface that can be read easily by assessors and examiners. All essays and examinations should be typed in black text on white. For creative assignments, you may choose to use coloured typeface and background in certain places - please consider this carefully to ensure proper legibility of your submissions for assessment. Candidates whose scripts are found by the examiners to be illegible risk failing the assignment.

11.0 Award Classifications

Following the grading system outlined under point 4.0 the outcome of your award will either be pass, merit, distinction or fail upon completion of grading of all submitted work.

12.0   Academic Misconduct

Academic misconduct is any action that produces an improper advantage for the student in relation to their assessment or deliberately and unnecessarily disadvantages other students. It can be committed intentionally or accidentally. Plagiarism, cheating in an examination, collusion, impersonation, falsification or fabrication, duplication or self-plagiarism, ghosting and disruption are non-exhaustive types of academic misconduct. Further information on these types of academic misconduct is available at the end of this section of the handbook.

Academic misconduct is different from poor academic practice, which can be dealt with within the assessment criteria. Where poor academic practice has been identified markers will use the ordinary marking procedures to provide the student with an appropriate mark for their performance. They should also provide feedback on how to improve academic practice and where relevant inform the student if there is a concern that their academic practice might result in a charge of academic misconduct in the future.

12.1   Investigation of cases of suspected academic misconduct

The College actively pursues all cases of suspected academic misconduct. This safeguards the integrity of its awards as well as the interests of the majority of students who work hard for their award through their own efforts. Decisions on the severity and extent of misconduct are matters of academic judgement.

12.2   College Procedures relating to suspected case of academic misconduct

A member of staff who suspects academic misconduct has been committed will firstly consult an academic colleague responsible for the module in question. If they also believe that misconduct has taken place, the Module Leader and / or Programme Director will arrange a meeting with the student concerned to discuss the situation and potential ways forward. After discussion with the student the Programme Director will feedback to the Global Director of Operations and a decision will be made. If the case is not resolved at this stage, including if the student disputes the charge, it should be referred to an Academic Misconduct Panel which consists of the Module Leader and Programme Director.

12.3   Academic Misconduct Panel

The student will be invited to the meeting and may choose to be accompanied. Evidence will be provided to the panel and the student in advance of the meeting. The student may provide a written response to the evidence provided. If the student chooses not to attend or fails to attend without submitting in writing valid reasons for a postponement, the panel may meet in the student's absence. The Panel will consider the case and witnesses may be called by the student or by those bringing the allegation. The student will have an opportunity to present any mitigating circumstances prior to the outcome of the hearing being finalised. If the allegations are not substantiated, no further action will be taken. If the case relates to academic misconduct and the allegations are substantiated, options available to the Panel are:

- A fail for the assessment component or Module with the right to resit removed
- Exclusion - This can include selective restriction of:

  a) Attendance at or access to the College
  b) Exercise of functions or duties of offices or committees of the College;
  c) Contact with named person(s);

d) Privileges associated with the College, for example those associated with the Library

- Suspension, either total or qualified (e.g. providing permission to attend for the purpose of an assessment)
- Expulsion from the College
- Retrospective withdrawal of any College awards

Sanctions can be combined as appropriate and reasonable. The Panel should also consider the period of time for which a sanction will remain effective, if relevant, and whether a review of a sanction should be undertaken at any point. The last four actions would only take place in consultation with the Programme Director and Global Director of Operations.

12.4   Types of Academic Misconduct

Plagiarism: passing off the ideas or words of someone else as though they were your own. It applies equally to the work of other students as to published sources and can include:

- Submitting, as one's own, an assignment that another person has completed
- Downloading information, text, artwork, graphics or other material from the internet and presenting it as one's own without acknowledgment
- Quoting or paraphrasing material from a source without acknowledgment
- Copying from other members while working in a group
- Contributing less, little or nothing to a group assignment and then claiming an equal share of the marks

Collusion: students working together to create and submit a similar or identical assignment or assessment, without authority from their tutor or College.
This does not include those times when students are asked to undertake group-work and in situations in which students may legitimately work together. However, any group-work task should be clear in explaining how and to what extent students may work together. If students work together beyond the group work arrangements, that might constitute collusion

- Impersonation: where a person assumes the identity of another person with the intention of gaining unfair advantage for that person.
- Falsification or fabrication: inventing or altering data or references.
- Duplication or self-plagiarism: Preparing a correctly cited and referenced assignment from individual research and then handing part or all of that work in twice for separate subjects/marks, without acknowledging the first assignment correctly.
- Ghosting: Submitting as your own work that has been done in whole or in part by another person on your behalf, or deliberately making or seeking to make available material to another student for it to be used by the other student. Investigating the possibility of using another person's work can also be counted as academic misconduct.

Disruption: preventing an assessment from being conducted in an orderly and appropriate manner.

Use of Generative Artificial Intelligence: The use of generative artificial intelligence (AI) is not allowed unless stated in the Module Handbook and guidelines for a specific assessment task. We are aware that it can have benefits and be a useful tool to support learning - we are investigating this and will be providing more comprehensive guidance in the future. If you do intend to use AI for any aspect of a project, YOU MUST discuss this with your Module Leader / Programme Director and it must be agreed with them that its use is valid and does not constitute academic misconduct in the context in which it has been used. It is essential to give a clear acknowledgment that you have used generative AI – just as you would reference any other piece of written or creative work. It should be completely transparent as to how its use has contributed to or supported your writing or creative outputs. Failure to do so risks breaching academic integrity. The College uses both Plagiarism and AI detection when assessing your work, and if there has been no prior agreement and the use of generative AI has been detected, you could risk being charged with academic misconduct.

The following practices are intended to ensure the avoidance and/or detection of any academic malpractice:

- A digital copy of all work is required, allowing staff members responsible for assessment the opportunity to check work using suitable plagiarism software and Internet searches.
- Students are required to show and discuss the development of their work during project tutorials and workshops, allowing supervising staff to confirm that the student has carried out project work.
- Teaching of referencing skills and provision of a referencing guide.
- Varied assessment methods for projects that encourage students to take a uniquely personal approach to their work. This is reinforced in workshops and tutorials.
- Use of research portfolios and presentations that require each student to explain their creative process and outline how their project was developed.
- Staff development to ensure that those responsible for assessment are vigilant with regard to academic malpractice.

13.0   Appeals & Complaint

13.1   Student Appeals
Appeals by students will be managed in accordance with the College's Student Appeal Policy.

General: The College defines an appeal as a request from a student for a review of a decision made by an Examination Board regarding their assessment, progression or award. Appeal claims can be made after an Examination Board. A student who submits an appeal claim against one decision may submit an appeal claim against another decision at a later date, as long as the appeal is submitted within the appropriate timescales.

Consideration of Appeals: Student appeals are different from student complaints, which should be dealt with via the Student Complaints Policy.

The College aims to deal with appeals fairly, transparently, confidentially and in a timely manner. A student will not suffer any detriment if they appeal in good faith. However, a

student should be aware that if an appeal is pursued inappropriately, disciplinary action may be taken against them.

A student should submit an appeal claim or review request to the Director of Operations. Students should note that appropriate evidence must also be provided. The initial scrutiny stages will determine whether sufficient evidence has been provided to merit consideration. Whilst the claim made and the evidence provided for each case will be considered individually, the following provides some indications of the types of claims that will be more likely to merit consideration:

Material Error: Examples of situations where material error might occur include:

- Where the assessment process was not managed in accordance with the College's rules and regulations
- Where it can be demonstrated that the Examination Board was biased when reaching its decision
- Where the lecturers responsible for marking the work did not apply the assessment criteria correctly

Mitigating circumstances not made known for a demonstrated, valid and overriding reason: A student has to prove that there was a demonstrated, valid and overriding reason why they did not submit the mitigating circumstances claim within the initial deadline before the circumstances can even be considered:

- Demonstrated: verified evidence is provided to explain why the initial deadline could not be met
- Valid: the reason stated for the deadline not being met is logical and well-grounded in fact
- Overriding: given the circumstances, it would be unreasonable to have expected the student to have met the initial deadline

If mitigating circumstances exist, students should submit them prior to the meeting of the Examination Board.

Attendance at Panel Hearings: A student is invited to attend College appeal panel hearings. If they choose to be accompanied they must provide information about that person to the Director of Operations at least seven days in advance. The information will include the person's relationship to the student and the reason for the person's attendance. A student should note that they may only be represented in their absence in exceptional circumstances. Any request for this requires the agreement of the Director of Operations.

13.2   Student Complaints

General: Complaints by students will be managed in accordance with the College's Student Complaints Policy. The following is an extract from the Student Complaints Policy;

Condé Nast College is committed to providing an environment that is conducive to study and provides academic and support services to facilitate the achievement of your target award. However, we recognise that from time to time students may wish to raise issues regarding the academic, administrative, support or other services provided by the College. Condé Nast College is committed to managing complaints in a way that:

- Is timely and efficient, to facilitate a speedy resolution
- Is fair and transparent to all parties
- Promotes informal conciliation such as mediation, where appropriate
- Promotes feedback and best practice to inform staff and enhance the student experience

Consideration of Complaints: The College takes student complaints extremely seriously and will do its best to resolve matters that are brought to its attention. It encourages an informal resolution where possible and positive engagement with those who complain. The College aims to deal with complaints transparently, and confidentially, following the principles of natural justice and in a timely manner. A student will not suffer any detriment if they make a complaint in good faith.

Complaints that are submitted anonymously will not normally be considered and complaints that are found to be unsubstantiated will be dismissed. A student should also be aware that if a complaint is pursued inappropriately, disciplinary action may be taken against them.

Staff and students are expected to take every opportunity to resolve a complaint before escalating the matter to the next stage of the process. Each stage of the process should be exhausted before the next stage is used. Making a complaint is different from appealing against the decision made by an Examination Board on a student's assessment, progression or award. The timescales of the two are also different. If a student has a concern they must ensure that they choose the most appropriate route for pursuing that concern depending on its nature. Concerns should, where possible, be raised at the time.

Stage 1 – Local Resolution

- Students are expected to try and resolve any complaints locally with the relevant staff member in the first instance.
- All complaints should normally be made within 21 days of the alleged incident, matter or concern. Staff can be contacted in writing or by email and should normally respond to your complaint within 21 days or, where this is not possible, advise you of the anticipated timescale.
- Students should keep a record of their action taken to resolve the complaint and keep copies of any relevant correspondence.
- If you are unsure of who you need to contact regarding your complaint, then the Director of Operations will be able to advise you.
- If it is not possible to resolve your complaint locally then you can submit your complaint under Stage 2 of the Student Complaints procedure.

Stage 2 – Formal Resolution

- Where the complaint has not been resolved or satisfactorily dealt with locally, then a student can submit a formal complaint. Students will be expected to provide details of their attempt to resolve the matter locally.
- All formal complaints should be made to the Director of Operations within 21 days of the last verifiable attempt at local resolution. Where it is not appropriate for a complaint to be submitted for local resolution a formal complaint should normally be made within 21 days of the alleged incident, matter or concern.
- If a complaint is submitted outside the advertised deadlines then the complaint will be deemed out of time and the College reserves the right not to progress the complaint.

- Students should complete a complaint form and provide appropriate evidence to support any allegations they made [evidence may include signed witness statements, letters, emails and any other relevant information]. Where a student fails to provide reasonable evidence to substantiate their allegations, the College reserves the right not to progress the complaint further.
- Students are required to specify the remedy they seek and/or the desired outcome to their complaint.
- A letter of complaint and relevant evidence should be submitted to the Director of Operations
- Students will receive a formal acknowledgement within 5 working days of submitting a complaint to the Director of Operations

There are a number of ways in which the complaint may be progressed at this stage, depending upon the nature of the complaint. Students will be notified of this in writing. Such action may include:

- A meeting to clarify matters of procedure
- Forwarding the complaint to a named person in the College who will investigate the matter locally and provide a written response to the complaint
- Mediation facilitated by an adviser[s]
- Where the complaint is complex and/or contains serious allegations against staff or students, the Director of Operations will either: appoint an independent Investigating Officer to investigate the circumstances of the complaint; or arrange a Formal Hearing of the complaint.
- Wherever possible the College will seek to facilitate an early resolution of the complaint. The College aims to provide a response within 30 working days of submission of the complaint. Should this not be the case, the student will be kept informed of any likely delay and the reasons for the delay, at the earliest opportunity.
- Students will receive written notification of the outcome of their complaint from the Director of Operations. This will include whether the complaint is upheld or not and any further action to be taken.

Stage 3 – Appeals: Where a student believes that the student complaint procedures have not been followed correctly or their complaint has not been appropriately addressed or the decision regarding the outcome of their complaint is unreasonable, they have the right to appeal to the Director within twenty-one (21) days of the date of the notification letter.

- The grounds for the appeal should be clearly stated in writing and sent with full supporting evidence, in the first instance
- The papers will be forwarded to the College Director (or nominee)
- The appeal will not consider new evidence
- The decision of the College Director is final
- The student will be formally notified in writing of the decision, a normally within 30 days
- Students, who are dissatisfied with the outcome of the appeal and believe that the College has failed to follow this procedure correctly, may take their case to the University of Buckingham; the Director of Operations can provide further details if required.

14.3 Office of the Independent Adjudicator (OIA)
When the College's internal procedures in relation to student appeals, student complaints or student disciplinary cases (including cases of academic misconduct) have been

concluded, a student will be issued with a Completion of Procedures (CoP) letter. Following this, a student who is dissatisfied with the final decision on their case may be able to apply to the Office of the Independent Adjudicator for Higher Education (OIA). The OIA is a national body operating an independent scheme for the review of student complaints, which is free to students. The College is expected to comply with the formal decision and any recommendations of an OIA Reviewer, but OIA decisions are not binding on students.

14.0 Communicating with Staff & Who to Contact

14.1 Communicating with Staff

You should communicate with staff via your college email only (staff will not accept emails from your personal accounts). When emailing please remember that academic staff do much more than teach your group, so they may not necessarily be free when you are. They will respond to emails as soon as possible. Full-time members of College staff / academic faculty will endeavour to respond within two working days, but please remember they may have other professional commitments as part of their role. Part-time staff and academics only work certain days for the College, and will not be able to respond to you on days when they are not engaged to work or teach.

You are encouraged to raise any queries in class with your regular lecturers, as this is the quickest and most effective way that we can assist you.

We have a large number of Visiting Lecturers (VLs) who will teach you during your time studying with us. There are some Visiting Lecturers who will be core to a module and may also be the Module Leader. Core VLS will have a College email address. Biographies and information about these lecturers will be available to you on Canvas within relevant Module Handbooks. Please always email your Module Leader with queries about a specific module.

14.2 The Course & College Team

Dione Hyland: Director of Operations dione.hyland@condenastcollege.ac.uk	● Personal circumstances impacting on coursework and performance ● Notification of learning support needs ● Student feedback & Steering group ● Pastoral care
Harriet Posner: Director of Undergraduate Programme; Learning, Teaching and Enhancement harriet.posner@condenastcollege.ac.uk	● BA course queries ● Year 2 support ● Overall course progress
Hannah Shakir: Senior Lecturer / Course Leader Diploma & Certificate Courses / BA Year 1 Tutor hannah.shakir@condenastcollege.ac.uk	● Year 1 support ● Diploma & Certificate queries
Katie Pope: BA Course Coordinator katie.pope@condenastcollege.ac.uk	● General queries ● Requests for letters of recommendation ● Booking tutorials ● Queries about timetabling/groups

Zoe Souter: Head of Careers zoe.souter@condenastcollege.ac.uk	● Careers & Job Roles ● 1 x Career support tutorial during your course
Sophia Rasab: Careers and Student Coordinator sophia.rasab@condenastcollege.ac.uk	● Booking careers tutorials ● Requests for letters for Council Tax remission
Marcia Green: Reception marcia.green@condenastcollege.ac.uk	● General, non coursework related, queries ● College building / operational
IT & Submissions Support support@condenastcollege.ac.uk	● For **ALL** technical issues ● Issues with Canvas or TimeEdit ● Any issue related to submission of work.
Absence and Late Attendance attendance@condenastcollege.ac.uk	● Please email to alert College staff that you will be absent or late to class.
Admissions admissions@condenastcollege.ac.uk	● Any issue to do with fees or enrolment.

Additionally, you can visit reception at any time during the college day and they will help you with your query or direct you to the appropriate member of staff

14.3   The Wider College

In the previous table, is a list of the key College members of staff whom you are likely to engage with and contact. Below is information with the names of staff across the wider college and some of the VLs whom you will likely encounter during your time at the College.

Ana Garcia-Siñeriz: Condé Nast College Director
Johannes Reponen: Global Academic Director
Sara Hassan: Creative Director, Head of Styling & Module Leader for Collaborative Industry Project / Styling Option.
Agata Mazurkiewicz: Head of Marketing & Admissions
Sandra Buonfrate: Marketing Manager
James McCarthy: Admissions Manager
Alex Gougoulis: Interim Admissions Manager
Nic Bellenberg: Consultant Technology Director / handles Quercus and payments.
Harriet-Rae Cronin: MA Programme Coordinator
Ruth Marshall-Johnson: VL teaching Year 1 and Year 2 modules
Wendy Kay: VL teaching Year 1 and Year 2 modules

Armand Cordero: VL teaching Year 1 and Year 2 modules
Timothy Rennie: VL/ Industry Guest Lecturer