

THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Fashion Studies** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in your Course Handbook.

<u>Key Course Information</u>

Final Award	BA Honours
Course Title	Fashion Studies
Teaching institution	The Arts University College at Bournemouth
Awarding Institution	The Arts University College at Bournemouth
Professional accreditation	None
Length of course / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W230
Language of study	English
Date of Validation	2001
Date of most recent review	2011
Date programme specification written/revised	July 2003 Revised May 2011

Course Philosophy

The face of the Global fashion industry is a complex network of opportunities, driven by changing patterns of consumption. BA (Hons) Fashion Studies reflects this reality in its holistic approach to fashion product by addressing the growing market forces which includes Fashion Accessories, Jewellery, Writing for Fashion, Fashion Film and Creative Marketing.

BA (Hons) Fashion Studies promotes directional fashion and visionary thinking, through critical reasoning and analysis. What also defines the uniqueness of the course is the diversity of options available to students and the student-centred experience of learning. You will be encouraged to challenge and 'risk take' and devise new concepts through collaborative practice.

You will be nurtured to establish a unique 'design philosophy' whilst questioning existing practices and looking for new solutions. A broad area of the Global Fashion Industry now looks to employ individuals who make conscientious choices and want to make a positive difference. You will be encouraged to apply and practice integrity in design decisions and collaborate with appropriate external partners

Internationalism and global markets will be examined and explored within the curriculum and the Level 5 Unit Design: Enterprise & Innovation will offer the opportunity for you to professionally engage with global markets through 'Live' projects and collaborations, placements and internships. This will give

you flexibility of choice and experience whilst preparing them for the 'real world' of employment or through the opportunity of the Erasmus Programme, to experience a different cultural and educational environment.

The changing face of Commerce and the employment market will see you exploring entrepreneurial opportunities in a broader context. The BA (Hons) Fashion Studies course will encourage exploration of Creative Business practices appropriate for today's markets including entrepreneurialism, 'e-tail', M-COMMERCE, pop-up retail environs and virtual shopping.

You will be encouraged to realise your own potential and appropriate expression across a range of diverse outcomes. Practical skills and the ability to think conceptually, combined with commercial awareness, will enable you to apply creativity and originality to your work further informed by ethical and social issues. The course supports the development of critical thinking, underpinned by effective research.

The BA (Hons) Fashion Studies course provides a specialist environment in which creative individuals and communities collaborate across levels, courses and with external sources. Key areas of integration within the curriculum are internationalism and global awareness, sustainability, ethics and diversity, all encouraging you to consider making choices with a conscience. Internationalism has become a crucial directive for fashion education in the 21st Century

The diverse expertise of the dedicated staff team is reflected in the options of study available within the course, currency of delivery and content are assured by research and engagement in appropriate professional activity, conferences etc. both in the UK and internationally.

Our aim is to produce reflective practitioners who have the confidence and abilities to productively contribute to the future development of fashion as responsible, creative individuals. On completion of the course, you will have an awareness of global issues pertinent to the fashion industry and will be prepared to actively engage in a professional context.

Course Aims

The course aims to:

1. Develop a comprehensive understanding and knowledge of directional fashion products for the global market.
2. Develop an understanding of the historical, contextual and theoretical fashion frameworks which provide strategies to become a reflective practitioner.
3. Encourage the engagement with socio-cultural eco-political and technological issues which will inform a responsible and creative practitioner.
4. Develop a range of multi-disciplinary skills encouraging experimental collaborations in the design environ through lateral thinking and risk taking.
5. Develop knowledge of global markets within their respective macro and micro environments. Encourage enterprise and innovation that is relevant to the creative industries.

Course Outcomes

By the end of the course, you will be able to:

1. Relate specialist knowledge and skills you have developed within fashion to contemporary practice and to emerging trends at the forefront of the discipline.
2. Make coherent visual statements with the ability to communicate through the synthesis of observation, analysis and interpretation
3. Develop arguments and demonstrate an engagement with a diverse approach to Fashion through your specialist practice.
4. Work well as part of a team and demonstrate collaborative working experience.

5. Demonstrate an awareness of creative business practices in relation to employability and professional development.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications (FHEQ)
- QAA Code of Practice

AUCB Undergraduate Curriculum Framework

University College Learning and Teaching Strategy

Learning, Teaching and Assessment

Learning and Teaching Strategies

The course combines independent learning and taught sessions throughout all levels. Taught sessions are designed to support and underpin independent learning and are delivered in a variety of styles including practical workshops and demonstrations, lectures, group and individual tutorials, seminars, critiques, unit briefings and optional study visits. These are delivered by the course team and supplemented by visiting practitioners from the fashion industry.

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the course. The progressive promotion of independent learning reflects anticipated maturity and allows you to direct learning towards individual goals. Emphasis is placed upon reflective practice where you will be expected to progressively take personal responsibility for your learning.

Teaching is directed at supporting individual engagement in learning although there are opportunities to work in teams to enable you to learn the value of peer co-operation. As members of the cohort, you are active participants in learning and teaching and through this the sharing of good practice is established. Peer learning is facilitated through group critiques and feedback sessions, collaborative projects and more informally within the studio environment.

The course team has developed a variety of learning and teaching methods which support different learning styles, inclusivity and access to learning. The main focus for the learning and teaching methods is through the assignment(s) undertaken for each unit, which reflect the level of study.

The course team has developed team teaching opportunities, both within the core team and in collaboration with Visiting Tutors and Industry professionals, to enhance learning opportunities and to further your knowledge and awareness of industry practices and expectations.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

Through the regular review of progress across Levels 5 and 6, you will receive feedback on how learning is developing towards the achievement of learning outcomes. This formative assessment helps you to understand how well you are performing in relation to the aims and outcomes of the unit, encouraging you to consider what improvement may be needed, and enabling further and more focused development.

Assessment at the end of a unit produces a summative mark for your performance in that unit. However, feedback on this assessment will provide you with formative guidance for performance in subsequent units.

A group assessment strategy may be employed during both formative and summative assessment. Presentation of your work in small groups ensures transparency and clarity of the assessment process and enables peer evaluation, thus enhancing your understanding of the assessment process.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). The HE Grading Matrix will help you to understand the marking process, and this can be found as an Appendix to this Handbook.

On successful completion of your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6 in a ratio 1:3. For further information on progression, awards and classifications, please visit <http://intranet.aucb.ac.uk/academicregulations>

Course Structure

All students are registered for the award of BA (Hons); however exit awards are available if you leave the course early, having successfully completed one or two stages. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the University College following successful completion of the first year of your course. (Note that part-time students do not complete Level 4 until part-way through their second year of study.)

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the University College following successful completion of the second year of your course. (Note that part-time students do not complete Level 5 until part-way through the fourth year of study.)

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

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Course Content

As we now operate in a global fashion economy any student with international employment on their CV will be more employable'

Bruce Montgomery – Speaker, Design Futures – Fashion & Textile Association Conference, Liverpool 2009

The revised BA (Hons) Fashion Studies Course offers a progressive curriculum, written to deliver design education for the 21st Century. It promotes directional fashion design for a broad range of fashion products. These include garments, footwear and accessories, digital fashion exploring fashion film, photography plus writing for fashion and creative marketing. The content of the course reflects growing market forces and areas of employment opportunity.

A broad area of the global fashion industry is now looking to employ individuals who make conscientious choices and want to make a difference. Students will be encouraged to apply and practice integrity in design decisions and link with appropriate companies. Exploring diversity and emotional considerate design as practice will be key and will be in direct collaboration with 'All Walks beyond Catwalk' an initiative founded by Caryn Franklin and Erin O'Connor.

Graduates will prepare to work in global markets through placements and internships. An alternative to this will be through a 'Live Project' or case study or international student exchange. Creative business practices appropriate for today's markets; entrepreneurialism and creative marketing will be explored throughout the course.

Level 4 provides students with a sound intellectual and practice base for their studies by introducing them to the subject areas of fashion design and fashion communication supported by an historical and contextual framework and a range of transferable skills.

A series of technical workshops will be delivered at the start of Levels 4 and 5 to diagnose technical skill levels and standards.

Level 5 builds on the first year of study and enables integration and consolidation of learning to take place. Students are introduced to individual learning agreements allowing greater depth of study aligned to personal subject interest and future career planning.

The Design Identity unit in Level 5 nurtures individuals to establish a unique 'design philosophy' students will be encouraged to question existing practices and look for new solutions. Individuals will be encouraged to challenge and 'risk take' and devise new concepts through collaborative practice throughout the course.

Level 6 will confirm in-depth subject focus in design and communication, informed by innovative professional practise directed towards consumers, markets and audiences. Emphasis will be placed on confident use of sophisticated visual language as well as analysis and interpretation of ideas and information. Graduates will be prepared for their intended careers in fashion or postgraduate education.

Course Units

Unit	Unit code	Credit weighting
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Level 4 Units

Fashion Ideologies:	FSH416	15 credits
Creative Practice & Fashion Product [3d]:	FSH417	22.5 credits
Creative Drawing & New Media [2d]:	FSH418	22.5 credits
Fashion Futures:	FSH419	15 credits
Introduction to Professional Portfolio:	FSH420	15 credits
Design: Application and Process:	FSH421	30 credits

Level 5 Units

Design Identity (theory, practice, application and market awareness):	FSH515	30 credits
External Sourcing:	FSH516	15 credits
Global Markets:	FSH517	15 credits
Writing For Fashion:	FSH518	15 credits
Design: Enterprise and Innovation:	FSH519	45 credits
<ul style="list-style-type: none"> • Industrial Experience • Case Study • 'Live Project' • International Student Exchange 		

Level 6 Option 1

Fashion Product Development:	FSH612	30 credits
Professional Preparation for Design Futures:	FSH613	15 credits
Investigative Study:	FSH600	15 credits
Extended Major Project:	FSH603	60 credits

Level 6 Option 2

Fashion Product Development:	FSH612	30 credits
Professional Preparation for Design Futures:	FSH613	15 credits
Extended Investigative Study:	FSH610	30 credits
Major Project:	FSH602	45 credits

Level 6 study options

The University College offers two options of study at Level 6:

Option 1

An Extended Major Project of 60 credits and an Investigative Study weighted 15 credits (4000 words^{*})

Option 2

A Major Project of 45 credits and an Extended Investigative Study of 30 credits (8000 words^{*}).

If you are following Option 1, you are expected to spend approximately 600 hours on your Extended Major Project and 150 hours on your Investigative Study. Your creative practice is therefore the focus of the year, and you should ensure that you develop a Learning Agreement which reflects the scope of project which is required.

If you are following Option 2, you are expected to spend approximately 450 hours on your Major Project and 300 hours on your Extended Investigative Study. Obviously this is a more balanced pattern of study, and you should ensure that your proposed area of research will provide the necessary breadth and depth to sustain a coherent academic argument which demonstrates critical analysis and understanding.

The different options are designed to permit a degree of flexibility in how you demonstrate Honours level outcomes in your discipline. However, both offer the opportunity to work at an advanced level within the discipline, and to show your appreciation of the context of your work. The outcomes below apply to the composite 75 credits; you should ensure that your two projects enable you to achieve these, as well as the specific unit outcomes.

Outcomes for project work at Level 6:

- Demonstrate the ability rigorously to apply specialist knowledge, understanding and creativity
- Demonstrate an enhanced level of discipline and ability in time-management and organisation.
- Demonstrate your awareness of the ethical, social and cultural issues appropriate to the concept of a responsible professional practitioner
- Demonstrate an awareness of the principles of sustainability, especially as they pertain to the discipline
- Demonstrate independent judgement in analysis and investigation and the ability to draw together ideas within a particular area of study
- Demonstrate the ability to plan, research, formulate and deliver sophisticated work which interprets, analyses and re-presents ideas to a specific audience
- Demonstrate the ability to reference appropriate historical, cultural, critical and contextual concepts through your work
- Demonstrate advanced visual communication skills
- Demonstrate advanced written communication skills
- Demonstrate advanced problem-solving, and an ability to apply knowledge to new situations
- Identify and adopt research methodologies appropriate to your research, and be able to evaluate the integrity of sources
- Demonstrate professional autonomy in the development of your ideas, and their realisation.

^{*} Please note that all word counts should be considered as a norm, but +/- 10% is acceptable.

Course Diagram

This schematic diagram shows the proposed start/end dates for each unit with assessment periods. Further information on the structure of each unit will be included in unit handbooks.

Level 4

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Induction week	GROUP 1 FSH417 Creative Practice and Fashion Product (22.5 credits)						A	GROUP 1 FSH418 Creative Drawing and New Media (22.5 credits)						Assessment	FSH421 Design: Application and Process (30 credits)														Assessment	HE Exam Boards	
	GROUP 2 FSH418 Creative Drawing and New Media (22.5 credits)						A	GROUP 2 FSH417 Creative Practice and Fashion Product (22.5 credits)							FSH420 Introduction to Professional Portfolio (15 credits)																
	FSH416 Fashion Ideologies (15 credits)														FSH419 Fashion Futures (15 credits)																

A = assessment

Level 5

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Induction week	FSH516 External Sourcing (15 credits)										A						A	FSH519 Design: Enterprise and Innovation (45 credits)										Assessment	HE Exam Boards		
								FSH517 Global Markets (15 credits)																							
FSH515 Design Identity: theory, practice, application and market awareness (30 credits)																A	Assessment														
												FSH518 Writing for Fashion (15 credits)																			

A = assessment

Level 6 option 1

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Induction week	FSH612 Fashion Product Development (30 credits)										A	FSH603 Extended Major Project (60 credits)															Assessment	HE Exam Boards			
	FSH600 Investigative Study (15 credits)													A	FSH613 Professional Preparation for Design Futures (15 credits)																

Level 6 option 2

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Induction week	FSH612 Fashion Product Development (30 credits)										A	FSH602 Major Project (45 credits)															Assessment	HE Exam Boards			
	FSH601 Extended Investigative Study (30 credits)															A	FSH613 Professional Preparation for Design Futures (15 credits)														

A = assessment

Resources

University College Resources:

Library

The course is supported by a Subject Librarian who liaises closely with the team to ensure that the Library resources are relevant and meet student and staff research needs. The Subject Librarian provides sessions on researching and using information, as well as individual support for students in the use of Library resources.

The Library holds an excellent range of specialist learning materials including journals, books, CDs, DVDs, newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including 37,000 e-books and 3,000 e-journals.

Colour and black and white photocopying facilities are available as well as viewing rooms for watching DVDs, videos and off air recordings from television. Students have access to iMacs and PCs and the Library is wi-fi enabled. The open plan design and high quality resources make the Library a popular space for work and study. The Library scores consistently high in both the in-house and national student surveys which are carried out annually.

Information technology

The University College provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The University College uses industry standard software from Microsoft, Adobe, Macromedia, Apple, Quark and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable IT suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The ITCS section (Information Technology and Communication Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: itcshelpdesk@aucb.ac.uk

Museum of Design in Plastic (MoDiP)

MoDiP is a registered museum of 20th and 21st century design and popular culture with a focus on plastics. Its collection is unique within the UK and has been developed to support teaching and learning at the Arts University College at Bournemouth.

There are many ways in which MoDiP can play a part in your studies:

- as a source of inspiration – large numbers of items may be viewed, handled and explored in depth, drawn, photographed and filmed
- as the focus of a brief for products and projects relating to course work
- as an exhibition venue – your work can be displayed in relation to the collections and exhibitions and events may be mounted in the museum space

The Museum is in a purpose built space within the Library, designed with wheelchair access in mind, and has the same opening hours as the rest of the University College for the viewing of exhibitions. Objects not on display can be borrowed and taken to the studio. To see what is available, go to the [Plastics Network](http://www.plasticsnetwork.org) website (www.plasticsnetwork.org).

The Gallery

The gallery is a major resource for contemporary visual art at the Arts University College at Bournemouth and has received regional and national recognition. There are regular gallery events,

including collections on loan from galleries and museums, as well as individual exhibitions by some of today's leading artists, photographers, designers and critical writers.

It also functions as a learning resource and is integrated into the teaching, learning, and research practice undertaken at the University College.

text + work is the ethos which underpins the exhibition programme at the Arts University College at Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, and media practice and its theoretical context.

There are **text + work** gallery events, critical texts, shared and networked exhibitions and a **text + work** website.

Student Support

Academic Guidance

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the course. This is provided through "critiques" and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the course team.

Support and advice is also provided on an informal basis throughout the course, through discussions between staff and students.

Career Education, Information and Guidance

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advise on specific opportunities.

The Careers Service within the University College offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The Service offers individual career guidance interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Careers Adviser holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

The Careers Service also offers specialist events, working in partnership with local employers, AUCB alumni, and external agencies to bring together a range of art, design, media and performance expertise.

Learning Support

Support for students with disabilities (including dyslexia)

The Arts University College at Bournemouth is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of University College life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a 'Quicksan' screening programme when they join the University College. This screening is designed to check your learning style (the way you learn best) and whether you might have signs of dyslexia. If appropriate, you will be referred to an educational psychologist for a full assessment.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support. The Senior Disability Officer and Wellbeing Officer provide ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

Support for students for whom English is a second language

If English is not your first language you will be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our English for Academic Purposes (EAP) tutor, who is part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. The EAP tutor will work with you to draw up an Individual Learning Plan, which will set out a structured approach to developing your independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills. If necessary, the EAP tutor will refer you to a local language school so that you can improve your generic English language levels.

Pastoral support and guidance

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. We have a team of professionally qualified male and female counsellors, with appointments available during weekdays and evenings. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a "one off" consultation. In most cases, you can expect to be seen for a session within two days of making initial contact with the service. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our counsellors almost immediately.

Pastoral support is also available from the AUCB Chaplaincy. The Chaplaincy at the Arts University College at Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice, Funds and Accommodation Office within Student Services.

Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

The course is subject to the University College's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks and references the Framework for Higher Education Qualifications.

In addition all courses undertake an Annual Course Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the in-house Student Perception Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise which is monitored by the Course and Faculty Boards of Study.

Staff development priorities for the course team as a whole are identified through the Annual Course Review process, and for individuals through the Staff Performance Review process.

Indicators of Quality and Standards

The Arts University College at Bournemouth was granted taught degree awarding powers by the Privy Council in 2008 following an intensive period of scrutiny by experienced academics from across the higher education sector.

The University College was audited by the QAA in May 2011 and received a judgement of 'Confidence' in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the course.

More detailed information is available in the following documents:

- Online course information
- Unit Handbooks
- HE Student Regulations – <http://intranet.aucb.ac.uk/academicregulations>
- AUCB Student Guide