

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) FASHION DESIGN (4 YEAR)

This document is a hybrid version for 2018/19¹

PROGRAMME SPECIFICATION 2018/19

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

¹This version combines Section A of the new 2016/17 Programme Specification template (which combines the following sections of the Programme Specification 2015/16: A, B, C, F and table of units) and the following sections of the 2015/16 Programme Specification for the course: Course Aims; Course Outcomes; Summary of Distinctive Features of the Course; Learning, Teaching & Assessment; Enhancing the Quality of Learning & Teaching.

Section A – Material Course Information

Validating Body	University for the Creative Arts ²		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Fashion Design (4 year)		
Course Location and Length	Campus: Rochester	Length: Full-time - 4 years	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	2015/16 to 2019/20		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p>Entry criteria and requirements³</p> <p>Portfolios are not compulsory for the four-year option – however, if you do have some work you'd like to share with us, this would be very welcome.</p> <p>The standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> • 64 UCAS tariff points from accepted qualifications*, or • Pass at Foundation Diploma in Art & Design (Level 3 or 4), or • Merit, Pass, Pass at BTEC Extended Diploma, or • Pass at UALAB Extended Diploma, or • 64 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject <p>And four GCSE passes at grade A*-C and/or grade 4-9 including English (or Functional Skills English/Key Skills Communication Level 2).</p> <p>Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.</p> <p><u>If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.</u></p> <p><i>*To see the accepted QCF qualifications, visit: http://uca.ac.uk/study/accepted-</i></p>			

² Regulated by the Higher Education Funding Council for England

³ This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

[qualifications/](#)

*** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results.*

Overall methods of assessment ⁴	Written exams:	Practical exams:	Coursework:
Stage 0	0.0%	0.0%	100.0%
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	0.0%	100.0%
Stage 3	0.0%	0.0%	100.0%
Overall Learning & Teaching hours ⁵	Scheduled:	Independent:	Placement:
Stage 0	41.7%	58.3%	0.0%
Stage 1	500 hours	700 hours	0 hours
	47.3%	52.7%	0.0%
Stage 2	568 hours	632 hours	0 hours
	28.6%	63.9%	7.5%
Stage 3	343 hours	767 hours	90 hours
	40.3%	59.7%	0.0%
	484 hours	716 hours	0 hours
General level of staff delivering the course ⁶	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁶ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

Language of Study	English
Subject/Qualification Benchmark Statement: Art and Design	
Framework for Higher Education Qualifications (FHEQ)	

The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	If elective is this the most popular student choice?
Year/Stage 0				
RFDN3005 - Creative Beginnings	3	40	Core	
RFDN3006 – Design Exploration	3	40	Core	
RFDN3007 – Design Focus	3	40	Core	
Year/Stage 1				
RFDN4005 – Tools of the Trade	4	30	Core	
RFDN4006 – Capturing the Market	4	30	Core	
RFDN4007 – A Cut Above	4	30	Core	
RFDN4008 – History and Theory	4	30	Core	
Year/Stage 2				
RFDN5009 – Cut to Suit	5	30	Core	
RFDN5010 - Creative Identity	5	10	Core	
RFDN5011 – Industry Placement	5	10	Elective	Yes
RFDN5015 – Industry Case Study	5	10	Elective	No
RFDN5012 – Company ID	5	30	Core	
RFDN5013 – Modernism and Postmodernism	5	20	Core	
RFDN5014 – Developing Research and Critical Inquiry	5	20	Core	
Study Abroad with Host Institution	5	60	Elective	No
Year/Stage 3				
RFDN6007 - Collection	6	60	Core	
RFDN6008 - Portfolio	6	30	Core	
RFDN6009 - Thesis	6	30	Elective	Yes
RFDN6010 - Research for Industry	6	30	Elective	No

COURSE AIMS

- A1 To provide a challenging and stimulating educational experience, enabling the development of vocational, creative, intellectual and transferable skills.
- A2 To enable the development of a broad knowledge and critical understanding of the fashion process and related industry through a multi-disciplinary approach to the subject.
- A3 To provide a basis to build continuing understanding of historical, environmental, ethical and cultural issues and influences on contemporary creative practice reflected through the communication of design concepts and outcomes.
- A4 To provide an academic framework to build and develop subject knowledge and understanding and its relationship with specialist handcrafted, Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) skills in the preparation for specialist careers in the Global fashion industry.
- A5 To develop critical, analytical and strategic skills which engage directly and effectively with professional outcomes.
- A6 To support students to develop their personal career objectives and individual approaches to develop professional skills and become reflective practitioners.

COURSE OUTCOMES

Upon successful completion of the course students are able to:

List course outcomes under relevant headings

Knowledge

- LO1 Demonstrate an ability to employ a range of intellectual and creative strategies in problem solving, applying appropriate vocational skills.
- LO3 Demonstrate the effective communication of concepts and ideas through an extensive range of skills and processes achieving professional outcomes.
- LO5 Demonstrate effective working methods and creative solutions within the context of current professional practice.

Understanding

- LO2 Demonstrate an extensive breadth of knowledge across contextual, theoretical, commercial

and contemporary issues that influence and inform fashion design.

LO3 Demonstrate the effective communication of concepts and ideas through an extensive range of skills and processes achieving professional outcomes.

LO4 Demonstrate an effective and contemporary understanding of a range of techniques, processes, strategies and professional outcomes within an analytical framework.

LO5 Demonstrate effective working methods and creative solutions within the context of current professional practice.

LO6 Demonstrate a focused self-analysis of personal skills and individual career potential through reflective practice.

Application

LO1 Demonstrate an ability to employ a range of intellectual and creative strategies in problem solving, applying appropriate vocational skills.

LO2 Demonstrate an extensive breadth of knowledge across contextual, theoretical, commercial and contemporary issues that influence and inform fashion design.

LO4 Demonstrate an effective and contemporary understanding of a range of techniques, processes, strategies and professional outcomes within an analytical framework.

LO5 Demonstrate effective working methods and creative solutions within the context of current professional practice.

LO6 Demonstrate a focused self-analysis of personal skills and individual career potential through reflective practice.

SUMMARY OF DISTINCTIVE FEATURES OF THE COURSE

Highlight the key features of the course you would wish potential applicants/students to know about which would inform their choice of course.

- This course specialises in fashion design within a contemporary fashion context. The demand for multi-skilled, flexible and creative individuals within the area of design, product innovation, development and product management has never been more needed. It provides the students with a breadth of intellectual, practical and transferable skills required in the design, product development, production management and manufacturing of a collection.
- The specialist elements of the course draw together both technological and contemporary design methods in a range of units constructed to guide students through the stages necessary to produce innovative design methods and management solutions. The introduction of research methods, the generation of innovative design proposals, the principles and techniques of creative pattern development, the production management and construction as well as drawing and illustrating is seen as essential in ideas generation and developing creative practice as a designer through a range of technical expertise and capability. The opportunity to develop creatively and explore, utilising the tools of computer aided manufacture (CAM) and computer aided design (CAD) is embedded throughout the course.
- The course provides the opportunity to engage with complex design and construction

technologies and explore the diversity of international markets. All units are constructed to give an insight into current practices and potential future developments. The balance of units reflects the broad scope of environmental, ethical and cultural issues facing the industry from sustainability changes in consumer lifestyle trends, through to the challenges of the highly competitive fashion marketplace and small businesses. Students will learn how to consider the factors that affect the development and management of the product, which may include grading, marker making, sourcing, costing and the environments in which the product will be shown.

- The course focuses upon the understanding, development and realisation of the fashion product. It enables the student to develop a critical understanding of the fashion process through the principles of design research and analysis, development and management of design ideas through 2D and 3D exploration, to the realisation and production of the fashion product for point of market.
- Working with creative pattern cutting and construction techniques, students will explore silhouette and shape, combined with an understanding of colour, fabric awareness and the qualities of handle, drape and finish. Ideas will be realised, incorporating the skills of product innovation and critical path management.
- The aim of this course is to help students fulfil their creative potential by providing a constantly updated training programme, a breadth of knowledge in a wide range of technical and transferable skills, specifically tailored to operate successfully in this complex, rapidly changing field of contemporary fashion. These skills and experience will provide a valuable head start in furthering a career or continuing studies at a higher level.

LEARNING, TEACHING AND ASSESSMENT

Include reference to the following in connection to the course, where appropriate: PDP, online learning, independent learning, exchange, placement, employability and employer engagement.

Learning and Teaching Strategy (of the course)

- The BA (Hons) Fashion Design will have the most effective educational experience combined with structured, directed teaching and part as well as self-directed study. The teaching methods are based on the very comprehensive experience at Rochester, which has proven to encourage conceptual thinking, while the learning strategies will promote the skills of critical reflection and the capacity to sustain a commitment to study.
- Learning and teaching strategies will combine structured, directed teaching, one-to-one support and self-directed study to empower students to develop as autonomous thinkers by delivering the essential skills and support and, as the course progresses, permitting maximum responsibility for their own learning. Timetabled self-directed study will enable students to demonstrate their skills as autonomous learners through individual time management, to develop their ability to formulate goals and meet given deadlines. Significantly, self-directed study is also used to replicate professional working conditions.
- The methods employed across the course are aligned to current pedagogic thinking, in particular to the specific advocacy of 'deep and reflective approaches' to learning. The teaching methods use considered approaches to promoting individual creativity as well as critical reflection and the students' ability to take responsibility and find passion in their studies. These methods include small teaching groups, group and individual tutorials, seminars, critiques, presentations reviews, work placements, self and peer appraisal, personal development planning, reflective learning journals, and self-directed learning lectures.
- The course team believes in the integration of theory and practice, in critical and reflective

methodologies as well as learning methods. Theoretical components are delivered both within practical and contextual studies units, allowing students to contextualise their practice and prepare them for employment and/or postgraduate study.

- The course benefits from the considerable resources provided by the proximity of creative industries in London, and this is used to bring in regular guest practitioners to deliver lectures or teach in seminars or workshops on specific projects. This ensures, alongside the expertise of staff and local technicians that contemporary and current approaches to respective fields are maintained, and provide critical external perspectives. For a course that is founded on the close observation of the latest stylistic developments, these elements are indeed critical. Consequently, all project briefs are updated continuously to embrace contemporary trends, recent industry developments, new holistic concepts, and novel methods of delivery. Study trips abroad are offered to students each year – recent visits have included Paris and Milan for their respective Fashion Weeks as well as New York. Additionally, students are encouraged to visit museums and galleries both as organised and self directed trips.
- Self and peer appraisal - this provides the opportunity to test the students' own assessment on their achievement in personal and group work, as related to a particular project in regard to its learning outcomes and assessment criteria. Student judgement may be compared with academic judgements with a view to deepening self-understanding and improving performance.
- Personal development planning (PDP) - the PDP is a recent addition to the main studies study skill programme. In 2001 the QAA at the University for the Creative Arts described it thus:
- A structured and supported process undertaken by an individual to reflect upon their learning, performance and/or achievement and to plan for their personal, educational and career development.

The PDP programme is integrated into all units of stage one through the PDP aims and learning outcomes (cf. unit descriptors for stage one). Personal development planning at stage one covers research methodology, learning styles, time management, team skills, creative thinking, oral/written presentation and communication, career planning, and work placement. The learning support workshops for the main studies relate to work-in-progress and future course work. Students apply planning and management strategies in order to create innovative and practical solutions to projects within the allocated time framework. Personal development planning continues through the course by completing the on-line tutorial form.

- Reflective learning journals - reflective learning journals are a place for reflection, inspiration, practice and exploration. They ideally start the process of reflective writing by encouraging students to think about themselves, and they provide a firm foundation for a student to be autonomous in their learning. The reflective learning journal can be likened to a journey. It is a place for the student to reflect on exploring issues on how to improve the learning experience. The introduction of the reflective learning journal in stage one encourages students to become more reflective and analytical; it is therefore significant to render them part of the assessment requirements. Reflection hereby moves from description to analysis and from passive to active.

Assessment Strategy (of the course)

Common Undergraduate Credit Scheme

The common undergraduate credit scheme renders the assessment process explicit and transparent, noting credit achievement where it occurs and gives due recognition of transferable skills and related competencies. It is also designed to recognise achievement rather than penalise failure, with progressive and incremental sanctions for poor performance within and across units. It also informs the basis for standard practice throughout the University for the calculation of progression and recommendation of awards.

The range of assessment methods and criteria deployed across the provision are designed to serve the following purposes:

- to measure the performance over a specified part of the course in relation to the learning objectives, work requirement and outcomes;
- to provide feedback about performance, helping students to identify strengths and weakness;
- to determine the suitability to progress to the next stage of the course; and
- to determine the award of an appropriate qualification.

The assessment scheme is a two-tier process, which operates throughout the student's studies at unit and course level through assessment.

Unit Assessment

The unit assessment is the basic component of assessment. The credit value of each unit is proportional to its study time, providing weighting for the unit and allowing each unit mark to contribute proportionately to the stage mark. Units are normally assessed within their duration. Assessment results are handed to students, posted on myUCA, written and verbal feedback is provided in accordance with institute benchmarks.

Each unit contains a timetable for assessment, a clear statement of assessment requirements, and the assessment methods appropriate to its outcomes and length of study. Assessment requirements will vary depending on the nature of the unit. They may be a specified list of assessment requirements or obtained by a portfolio of evidence, which may include coursework, oral presentations, reflective learning journals, and written submissions.

The students experience various forms of assessment. On the BA (Hons) Fashion Design, they can include verdicts on project work, essays, seminar presentations, written assignments, storyboards, blogs, digital modelmaking, prototyping D3DD or CAD.

Stage Assessment

The stage assessment is the major summative assessment point, occurring at the end of each academic year and allows progression between the stages of a course. Where appropriate it may form the basis for the recommendation of an award. The purpose of the stage assessment is:

- to consider the overall performance of candidates within a stage of the course;
- to award credit where appropriate; and
- to set any conditions for progression or retrieval of failure.

Provision is made for moderation, including external moderation, where appropriate.

The methods for assessment will vary throughout the students' studies. The range, indicated below, enables staff to align differing methods against differing outcomes, requiring both specified and portfolio submissions.

Tutor-led Assessment

In tutor-led assessment, tutors will identify the level of achievement of the learning outcomes against the assessment submission and make judgements with relation to grade and level descriptors about students' work.

Internal Verification

The internal verification serves to maintain parity of marking. The college verifies a ratio-based number of all final subject-specific unit marks. This number is determined using a ratio set by the University in relation to cohort numbers, with marks being noted as 'verified' on all mark sheets. Verification takes place prior to the unit marks being published to the students. All students are given feedback from the staff on end-of-unit feedback forms. When appropriate, general feedback is also given verbally, in end-of-unit feedback sessions.

ENHANCING THE QUALITY OF LEARNING AND TEACHING

The course is subject to the University'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 applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives