

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) FASHION DESIGN (4 YEAR)

PROGRAMME SPECIFICATION ACADEMIC YEAR 2020/21

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.

Section A – Material Course Information

Validating Body	University for the Creative Arts. ¹		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Fashion Design		
Course Location and Length	Campus: Rochester	Length: Full time 4 years	
Mode of Study	Full-time	√	Part-time
Period of Validation	2019/20 – 2023/24		
Name of Professional, Statutory or Regulatory Body	NA		
Type of Accreditation	NA		
Accreditation due for renewal	NA		
<p>Entry criteria and requirements²</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-qualifications/</i></p> <p><i>** 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. In these cases, a strong portfolio is especially helpful.</i></p>			

¹ Regulated by the Office for Students

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Stage 0	0%	0%	100%
Stage 1	0%	0%	100%
Stage 2	0%	0%	100%
Stage 3	0%	0%	100%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 0	35.4%	64.6%	0.0%
	425 hours	775 hours	0 hours
Stage 1	45.3%	54.7%	0.0%
	544 hours	656 hours	0 hours
Stage 2	28.0%	64.1%	7.9%
	336 hours	769 hours	95 hours
Stage 3	40.3%	59.7%	0.0%
	484 hours	716 hours	0 hours
General level of staff delivering the course ⁵	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.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Art & 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;

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

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

⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year/Stage 0				
RFDN3008 - Creative Beginnings	3	30	Core	
RFDN3006 - Design Exploration	3	40	Core	
RFDN3007 - Design Focus	3	40	Core	
RFDN3009 - Professional Development	3	10	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	
RFDN4009 - Fashion History and Theory	4	30	Core	
Year/Stage 2				
RFDN5009 - Cut to Suit	5	30	Core	
RFDN5011 - Industry Placement (Option A)	5	10	Elective	Yes
RFDN5015 - Industry Case Study (Option B)	5	10	Elective	No
RFDN5016 - Creative Collaboration	5	30	Core	
RFDN5010 - Creative Identity	5	10	Core	
RFDN5017 - Design Concepts and Contexts	5	20	Core	
RFDN5014 - Developing Research and Critical Enquiry	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	Core	

Section B - Course Overview

- 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 approaches and management solutions. The introduction of research methods, generation of innovative design proposals, principles and techniques of creative pattern development, 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.

Section C - Course Aims

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| 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.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

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.

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

Teaching and learning will be in accordance with the published University's Teaching, Learning & Assessment Strategy.

- The BA (Hons) Fashion Design students will have the most effective educational experience combined with structured, directed teaching and 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, reflective learning journals and self-directed learning lectures.
- 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. The students have the opportunity to work on live projects in years 1,2 and 3. Study trips abroad are offered to students each year – recent visits have included Paris and New York to coincide with Fashion Week or key exhibitions. 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.
- Reflective learning - reflective learning is practised throughout the course and, following the completion of each unit and sometimes during the unit, students are encouraged to reflect on their process and outcomes and document their thoughts in order to help them navigate future projects and improve areas of weakness.

Assessment Strategy

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

- to measure performance over a specified part of the course in relation to the learning objectives, work requirement and outcomes;
 - feedback should stimulate independence by encouraging reflection upon your work continuously
- to provide feedback about performance, helping to identify strengths and areas for improvement;
 - highlight areas to develop, prioritise or change
 - provide new ideas, insights, context or perspectives to consider
- 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 students' studies at unit and course level through assessment.

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, blogs, prototyping D3DD or CAD.

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.

Section F - 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