Programme Specification: Fashion and Textile Design Masters Programme

Date of Publication to Students: September 2011

> **NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at http://www.bcu.ac.uk/biad, (2) in the Module Specifications and (3) in the Student Handbook.
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> The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham Institute of Art & Design Birmingham City University
Final Award:	Postgraduate Certificate – Fashion Design/Textile Design/Surface Design/Fashion Accessory Design Postgraduate Diploma - Fashion Design/Textile Design/Surface Design/Fashion Accessory Design Master of Arts - Fashion Design/Textile Design/Surface Design/Fashion Accessory Design
Programme Title:	Fashion and Textile Design Masters Programme
Main fields of Study:	Fashion,Textile, Surface and Accessory Design Lectures, workshops, collaborative projects, practical and creative studies, critical thinking, self-directed learning.
Modes of Study:	
Language of Study:	English
UCAS Code:	N/A
JACS Code:	N/A

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

- PG Characteristics of MA graduates – subject specific and generic attributes - taken from QAA Masters Degree Consultation Characteristics (March 2010).

- In accordance with BCU's Standard Postgraduate Assessment Regulations (SPAR 2).

- BCU's Re-design of the Learning Experience (RoLEx) 1, 2 & 3 objectives.

- BCU's 7 key Learning & Teaching Objectives.

Programme philosophy and aims

Philosophy

The Fashion and Textile Design Masters Programme (FTDMP) offers a professional practice-based design education with an emphasis on vocational and practical experience, industry relevance and student employability. The Programme focuses on contemporary design practice within the contexts of business and industry, commercial considerations, global trends and employability.

As part of the 'Fashion and Textile Masters Framework' the FTDMP provides the administrative and documentary structure for existing and new Masters level design awards in fashion and textiles. Similar Programme structures being established for fashion media studies and fashion and textile management studies. The FTDMP is therefore intended to draw on the synergies afforded by cognate design practices while also taking advantage of the broader context of postgraduate and research studies related to fashion and textiles.

Building on a strong tradition of student-centred learning and vocational relevance, the FTDMP adopts a student-centred view of achievement and relevance, one that is sensitive to individual students' origins and post-study destinations. The Programme respects and adheres to traditional and current themes identifiable across the broad range of Fashion, Textile, Surface and Fashion Accessory Design specialisations. However for many students these themes are increasingly points of departure, hence the Programme also encourages innovation and embraces changes in contemporary cultures and modern and emergent industries.

Key strategic features of the Programme therefore include:

- Creative Community.

- Critical Discourse.

- Knowledge Acquisition.

- Peer Appraisal.

- Experiential Learning.

- Professional Community.

- Active Mentoring.

Cumulatively this structured environment benefits student and industry needs and encourages vision, innovation, entrepreunerialism, pragmatism and professionalism. Overall the Programme seeks to support students ambitions and encourages them to achieve and recognise practical, aesthetic and intellectual excellence. Equally it recognises the needs of the modern global community for individuals who can either lead or act as catalysts in an increasingly complex world, individuals who are adaptable, flexible, knowledgeable and sophisticated.

Aims

The programme aims to provide learners with:

1. The opportunity to specialise in one discipline of either Fashion, Textile, Surface or Fashion Accessory Design while offering the opportunity to integrate contextual knowledge, and in many instances complementary skills, drawn from the other specialist areas offered.

2. A structured core programme which presents students with an opportunity to explore the major theories and debates which have dominated the study of Fashion, Textile, Surface and Accessory Design processes and practices.

3. Learning activities which develop skills of research, critical analysis and evaluation to an advanced scholarly level.

4. A forum for informed and reflective participation in debates about the professional, educational, political and cultural implications of both craft and manufactured products in contemporary societies around the world.

5. The opportunity for students to apply the knowledge and skills established in the core programme to areas of personal and vocational interest.

6. The opportunity to identify and document key technical, cultural and business resources appropriate to their own creative practice.

7. The opportunity to develop their creativity, their aesthetic sensibility and an in-depth knowledge of a personally chosen area of specialisation.

8. Deeper practical and theoretical insights and techniques.

9. The opportunity to develop critical skills such that they can form, evaluate and communicate complex concepts that reflect their individuality and independent thought.

10. A clearer and deeper understanding of the professional context of their practical work and/or area of expertise and their own professional ambitions.

11. The skills required to establish a professional career in one or combinations of Fashion, Textile, Surface or Fashion Accessory Design.

12. Enhanced research, organisational and management skills appropriate to their areas of specialisation.

Intended learning outcomes and the means by which they are achieved and demonstrated:

1. Knowledge and understanding of:

1. The relative merits of a variety of research methods, for a range of enquiry modes,

in the development of personal study proposals.

2. The nature of a personal creative study and practice in Fashion, Textile, Surface or Fashion Accessory Design.

3. The professional contexts and issues of a practice.

4. The role of different types of experiment, research, analysis, planning and communication in practice.

2. Skills and other attributes: the ability to –

1. Ability to interpret and critically evaluate concepts and ideas expressed in a variety of forms, and use them in the pursuit of a personally identified and formulated programme of study.

2. Ability to argue rationally and draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration, argument and artefacts.

3. In depth powers of reflection, analysis and explanation.

4. Problem identification and solution.

5. Creative and professional judgement.

3. Practical, research and independent learning skills: the ability to –

1. The ability to apply the knowledge, skills and methodologies of the discipline(s) or field(s) of study to the analysis and solution of complex problems or to the expression of sophisticated ideas, reflecting on personal practice and modifying it accordingly.

2. The ability to pursue a chosen field of study and practice with authority, working autonomously and accepting accountability.

3. Development of personal experimental and / or expressive methods and techniques.

4. Personal systems of documentation and note keeping.

5. Professional systems of documentation and / or presentation.

6. Development of ability to identify personal, career and practical goals.

4. Transferable / key skills: the ability to –

1. Use a variety of forms of communication and expression and employ them selectively, appropriately and effectively according to the needs of the situation.

2. Elicit the co-operation of others and contribute to team goals.

3. Assess and resolve competing ethical issues.

4. Assess and communicate complex practical issues and / or research to other individuals or to groups.

5. Assess personal and career issues in broader contexts.

6. Objectify a complex situation and break it down into component issues and tasks.

7. Manage and take responsibility for a project.

8. Develop initiative, confidence, enthusiasm and ambition.

Pro-forma issued January 2009

9. Develop innovative, creative and contemporary approaches and techniques.

Learning teaching, and assessment methods used

The Teaching and Learning Strategy:

The Programme uses a range of documentary, discursive and reflective methods by which students are encouraged to develop powers of criticism and contextual understanding, both of their own work and the work of others. The Programme also stimulates professional ambition and awareness through debate and tutorial interactions.

Teaching Activities

Course documentation and module introductions outlining parameters and potential content of student work and activity.

Lectures, intranet-based learning material, and tutorials available on both a timetabled and a 'surgery' basis.

Investigative, challenging group assignments concerned with deeper intellectual and practical knowledge.

Group debates within lecture programmes from research active and appropriately published staff and research students.

Presentation of previous students' work.

Development of Documentation

Personal Programme of Study.

Maintenance of diaries, sketchbooks and research files.

Development of academic skills, personal overviews and perspectives through course writing requirements – research strategy and final MA reports.

Access to previous students' documentation and reports for comparative study.

Professional and Contextual Debate

Regular, frequent presentations of work-in-progress to peer group and staff, utilising a range of communications media, including multimedia.

Encourage students to seek external professional advice and opinion.

Progress reviews.

Seminar presentations and group debates. Debates stimulated by case studies, research results and news items

Vocational and Professional Motivation

Recurrent emphasis on achievement and development as assessment criteria in modules

to stimulate personal sense of development, success and pride in work.

Encouraging students to consider and discuss their work in tutorials using multiple assessment criteria related to modules. Including creativity and expression, communication, organisation and comprehension, professionalism.

Development of skills in time and project management and career planning through Research Strategy module.

Assessment Strategy

The Programme focuses on Portfolio development guided by an initial research proposal called a Programme of Study that relates generally to each individual's career ambitions. Much of the assessment strategy therefore relates to the formative and summative assessment of practical work through presentation. This is supplemented by the assessment of formal written records, presentations and critical analyses of personal research project(s). Written work and seminar presentations provide generic Masters level evidence of individuals' powers of reflection, analytical thinking and communication.

In establishing their Programme of Study, students also establish the professional criteria for the assessment of their work e.g. fitness for purpose or market. Formative Assessment is generally achieved through students being asked to identify, explain and justify their work, actions, choices and decision making in tutorials and reports. Summative assessment is achieved through Viva Voce examinations at each stage, along with the submission of practical or written work.

Progress Reviews – Students are provided the opportunity to receive informal and interim quantitative and qualitative feedback on their performance

Summative Assessment - This single opportunity qualifies and quantifies individual student postgraduate performance in relation to the Module. The work submitted by students is marked by one member of staff and moderated by another.

External Examination – This process establishes whether the assessment and standards moderation processes are conducted appropriately and that the module has been effectively delivered in line with the 'QAA Masters Degree Characteristics'. This process will be managed by an experienced Design Academic from another Institution and will trigger the ratification of final grades for the Module at a formal Exam Board.

Programme structure and requirements, levels, modules, credits and awards

The structure of the programme, the modules, levels and credit ratings, and the awards which can be gained are shown below.

Programme Structure:
The programme is structured within one three-trimester year for full-time students or six trimesters spread over two years: each trimester is of 15 weeks duration. Students share a common induction week, seminar and lecture programme with all fashion and textile Masters students.

Award: PG Cert Fashion Design/Textile Design/Surface Design/Fashion Accessory Design (60 M credits)

Stage 1

Module	Module name	Credit
FAS7014	Portfolio 1	45
FAS7015	Lecture and Seminar Programme	15

Award: PG Dip Fashion Design/Textile Design/Surface Design/Fashion Accessory Design (60 M credits)

Stage 2

Module	Module name	Credit
FAS7016	Research Strategy	15
FAS7017	Portfolio 2	45

Award: MA Fashion Design/Textile Design/Surface Design/Fashion Accessory Design (60 M credits)

Stage 3

Module	Module name	Credit
FAS7018	Portfolio 3	60
	or	*or*
FAS7019	Dissertation	60

- Each award is normally achieved within a 15 week study period (30 weeks for part-timers). Hence length of study for MA is 45 weeks + vacation (7 weeks).

- At the beginning of PgCert stage students elect to pursue one of either Fashion Design, Textile Design, Surface Design or Fashion Accessory Design.

- Credits are accumulated thus 120 M Level credits are required to achieve the award of PgDip, 180 M Level credits are required to achieve MA.

- Final MA marks are the weighted sum of marks achieved throughout the course.

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

Through Programme by:

- Induction Week for new students providing orientation to Faculty and University Services and Facilities. Including a preliminary induction to the Programme, covering key issues, protocols, key facts for starting, how to access staff support and advice, personal security information. An initial issue of all course documentation for the year is provided in electronic form.

- Student Handbook with: names of key staff and points of contact; University and Student Union Services.

- By developing a Personal Programme of Study that helps students identify and predict their study and support needs and be able to clearly communicate these to Programme or other BCU staff.

- Formal introduction to Programme Modules at each stage of the course, supplemented by issue of supporting extra documentation and course Module guides.

- Formal Verbal and written Examination Feedback and Progress tutorials for all students.

- Preliminary diagnostic and pastoral tutorials for all students on entry to course.

- Introductions to workshops and practice facilities.

- Tutorial and Technical Workshop introductions, demonstrations and guidance.

- High degree of 'on-demand' tutorial availability either in person or by email or social networks.

- Reading materials.as directed.

- Gradual integration of personal programmes and course events with related professional spheres e.g. visits to companies and designers, specialist sector trade and cultural events.

- Course notices are communicated via the MA TFSD notice board and email.

- Large and diverse course group and positive encouragement of mentoring and group interaction.

Through Department, Faculty and University by:

- Preliminary Language Course and Induction Week available for International students.

- BCU and Faculty English Language Support.

- General and specialist Library and Information Services.

- BCU Disability support.

- BCU International Office and BCU International Students Handbook.

- School framework as regards health and safety practices, procedures and precautions.

- Access to large postgraduate and research community within the host School.
- FacultyCAD facilities.
- Fashion and Textiles specialist facilities and technical support.
- Fabric Resource Room.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards, including listening and responding to views of students

Quality & Standard Assurance Key Processes:

Committees:

- School of Fashion, Textiles & Three Dimensional Design - School Academic Monitoring Committee.
- Fashion and Textiles Masters Framework – Joint Programme Board of Studies.
- Faculty Institute Board.
- Student Forums.
- Examination Board.
- Revalidation and Reapproval Panels.

Mechanisms for Review and Evaluation

- ROLEX 1, 2 and 3.
- Annual Programme Evaluation Reports.
- Minutes of Committee meetings.
- External Examiners' Reports.
- Student feedback, module questionnaires, satisfaction surveys.
- Revalidation documents.
- Registry statistical reporting.
- Minor modifications to Course Modules.
- Course Alumni relations.