BA HONOURS
FASHION
DESIGN

COURSE
HANDBOOK
2015/16

INTRODUCTION

Congratulations on gaining a place on the BA Honours Fashion Design course at the University of Westminster. This year we have had over 1200 people apply to the course so you have already accomplished a lot by being offered the opportunity to study on this prestigious and esteemed course and we hope you live up to your promise and potential, and manage to achieve your ambitions to become a highly successful and creative individual like those mentioned above.

The fashion design course at the University of Westminster has a long and prestigious history for developing highly talented and creative fashion graduates. We are famous for producing highly individual and creative designers capable of working within all levels of the fashion industry.

Amongst our alumni at Westminster are the following designers:

Ashley Williams   Designer – London Fashion Week
Mary Benson   Designer – London Fashion Week
Liam Hodges   Designer – London Fashion Week
Claire Barrow   Designer – London Fashion Week
Christopher Bailey   Chief Creative Officer - Burberry
Jutta Kraus   Creative Director - Bernhard Willhelm
Katie Hillier   Creative Director – Marc by Marc Jacobs
Mark Maidment   Creative Director - Ben Sherman
Stuart Vevers   Design Director - Coach

This handbook is designed to help you understand the BA Honours Fashion Design course. You can find out about its structure, organisation and assessment and how you will become part of it as well as see the range of studies offered over the four levels. It tells you how the various stages of your programme build, what you must do to succeed at each level and the types of academic and pastoral support you can expect across the curriculum. You will be able to identify the criteria considered essential for the achievement of excellence and the mechanisms for personal development that operate throughout the programme.

It is important that you read this material in conjunction with the General Information: Student Guide and Module Catalogue. This will provide essential information on University regulations and listings of other modular options available to you.

The University welcomes you on to the Fashion Design course and is confident you will experience a rewarding and challenging period of study that will lead to the fulfilment of your aspirations.

Andrew Groves

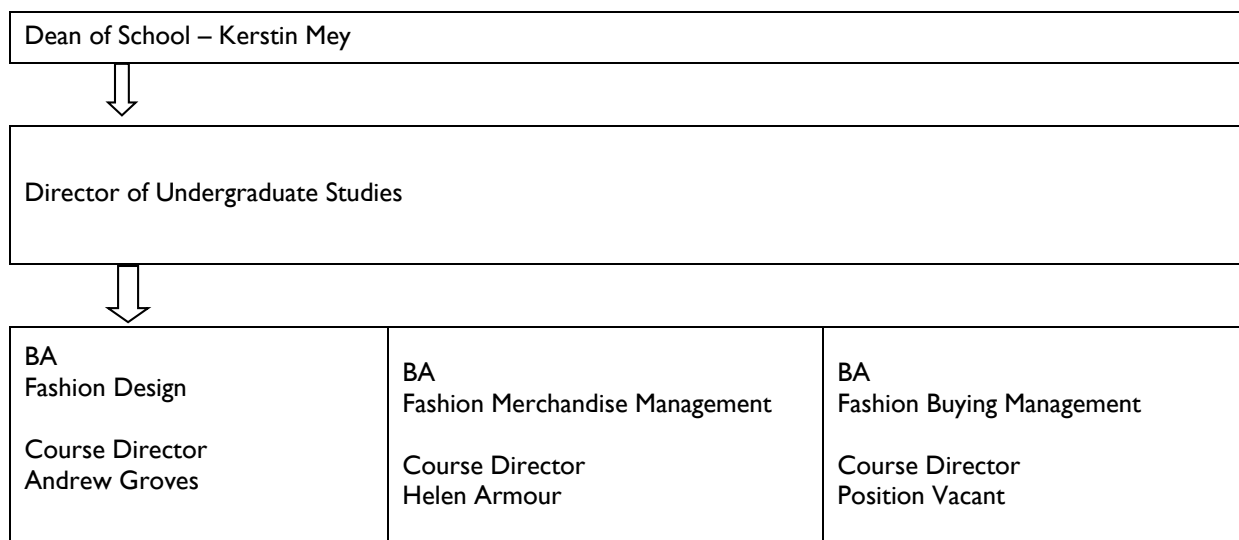Course Director
BA Honours Fashion Design

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COURSE OUTLINE

The BA Honours Fashion Design is a three-year course at the University of Westminster and is situated at Harrow. Harrow comprises of three schools: School of Computing Science, Harrow Business School and the School of Media, Art & Design. Within this last school are five departments:

Department of Art & Design
Department of Fashion
Department of Journalism & Mass Communication
Department of Music
Department of Photography & Film

The BA Honours Fashion Design course is one of three undergraduate degrees and one post graduate programmes offered in the Department of Fashion.

This department is one of five that form the School of Media Arts and Design. The Fashion Design course is, therefore, well situated amongst its complementary disciplines and it is possible to take advantage of the links between courses to extend and diversify a study programme.

Diagram of School of Media, Art & Design Structure

Dean of School – Kerstin Mey

Director of Undergraduate Studies

BA Fashion Design	BA Fashion Merchandise Management	BA Fashion Buying Management
Course Director Andrew Groves	Course Director Helen Armour	Course Director Position Vacant

Equal Opportunities
The University is committed to ensuring that applicants, students, employees and the public are treated solely on the basis of their merits, abilities and potential without any unjustified discrimination on any of the following grounds:

- Race (including colour, nationality, citizenship and ethnic or national origins)
- Disability
- Gender
- Sexual orientation
- Marital status
- Age
- Trade union activity, membership or non-membership
- Political or religious belief
- Socio-economic background
- Status as an ex-offender

STUDENT CONDUCT

Student Rights

- To attend the University and participate in academic and extra-curricular activities in an environment of mutual respect for diversity, free from prejudice or discrimination. To be treated with dignity and tolerance, without threat of bullying, harassment or intimidation

- To receive tuition as published in the module syllabus or to receive reasonable notice of any changes in the course or module

- To expect the University to endeavour to provide tuition, supervision, assessment and support of a professional standard

- To expect the University to act reasonably and fairly in exercising its powers under its published rules, regulations, policies and procedures

- To be able to raise concerns about the running of a module or course or to complain about the quality of academic or service delivery they feel falls short of the standard reasonably expected by the University

- To Freedom of Speech

- To have information processed and request information in accordance with the Data Protection Act and the Freedom of Information Act

Student Responsibilities

- To abide by the University's Equal Opportunities Policy and other policies relating to the treatment of fellow students and staff at the University. To accept the need for racial, religious, and social and cultural diversity within the University and respect the rights of others to be treated with dignity and tolerance, without the threat of bullying, harassment or intimidation

- To obtain, read, familiarise themselves with and comply with the full University and Course Assessment Regulations and to accept the jurisdiction of the University in all academic and disciplinary matters

- To submit work by the published deadline and to attend examinations for assessment as required and to provide the Mitigating Circumstances Board in advance of its meeting with

any relevant information on personal circumstances which may have affected performance and which they wish to be taken into account in assessment

- To submit coursework electronically via the JISC Plagiarism Detection Service as required

- To advise the relevant Campus Office of any disability or difficulty on the basis of which they are requesting special examination or assessment arrangements

- To ensure that they are registered for any module for which they are submitting work for assessment

- To advise the relevant Campus Office, in writing, by the published deadlines, if they are withdrawing from a course or a module. Failure to do so will normally result in non-submission of work/non-attendance at examinations being recorded as failure

AIMS

The BA Fashion Design course aims to:
- Enable the fulfilment of students' aspirations by preparing them for careers within the sphere of creative fashion and/or associated design arenas that will satisfy them intellectually, professionally and personally.
- Educate students to an advanced level of individual creativity within the discipline of fashion design and to develop their powers of enquiry and analysis.
- Encourage independent research, organisation and judgement and to promote critical self-awareness.
- Produce graduates that could realistically consider further study as practioners or educators
- Respond to the changing needs of an increasingly international industry by preparing self-motivated students for design based careers with strong management potential, and to develop their capacity to exercise both specialist and transferable skills that satisfy the professional demands of industry.

OBJECTIVES
On graduation, students will be able to:

- Demonstrate both creative and critical awareness within the discipline of fashion design.
- Understand the role of the designer and the design executive within the fashion industry.
- Understand the three-dimensional interpretation of fashion design and the methods of production necessary to the creation of a fashion collection.
- Understand the structure of the fashion industry and the operation of market forces both national and international.
- Understand both the sociological and cultural context in which the fashion system operates.
- Communicate effectively in both written and spoken form within a variety of professional contexts.

- Exercise a variety of transferable skills and be able to take a responsible role in a creative team.

RATIONALE FOR THE COURSE

The BA Honours Fashion Design course offers a comprehensive design education for dedicated and ambitious individuals looking for a specialist career in the creative arena of the fashion industry.

Providing a highly contemporary educational programme, the course successfully stimulates and inspires aesthetic individualism and creative confidence whilst promoting the highest possible calibre of technical expertise. The sophisticated and complex infrastructure of the industrial environment that surrounds the creative process is a main focal point for the students study.

Students will be offered a generous opportunity to develop their understanding of professional commercial practice to enable them to compete effectively in the contemporary marketplace. It follows, from the basic premises on which the course is founded, that demands made on students are rigorous, both intellectually and artistically. The programme of study is designed to enrich and develop the students' individual potential and give them a number of specialist skills that will make them keenly competitive in the fashion world.

They will have a highly developed visual education, training in thinking logically and analytically, and a thorough understanding of the economic and sociological structures of market forces in general, and those operating behind international fashion in particular. These qualities will render the courses graduates adaptable and resourceful, enabling them to meet fully the challenges of modern industry.

It is expected that all students accepted on the course will continue to develop innate generic skills including the ability to communicate well, to work both independently and in a group situation, to relate individual studies to their wider ambitions and to develop self-motivated responsibility for their actions.

COURSE DIAGRAM

Code	Level Four – Semester One		
2FAS410	Introduction To Form, Construction And Cut	15 credits	Core
MFAS400	Fashion Research For Design Development	30 credits	Core
2FAS405	Technology For Illustration	15 credits	Core
	Level Four – Semester Two		
MFAS401	The Concept Of Modernity	30 credits	Core
2FAS403	Introduction To Fabrication And Print	15 credits	Core
2FAS412	Introduction To Tailoring And Menswear	15 credits	Core
	Level Five – Semester One		
MFAS502	Design For Sportswear	15 credits	Core
MFAS500	Industrial Work Placement	30 credits	Core
2FAS505	Future Textiles Fabrication And Print	15 credits	Core
	Level Five – Semester Two		
2FAS504	Historical Research For Design Innovation	30 credits	Core
MFAS505	Creative Fashion Portfolio	15 credits	Core
	Plus One Of The Following:		
MFAS503	Fashion Objects in Context	15 credits	Option
	Polylang	15 credits	Option
	Or		
	Free Elective	15 credits	Option
	Internship Year		
MFAS506	Extended Fashion Internship	30 credits	Option
	Level Six – Semester One		
2FAS601	Brand Identity And The Fashion Product	15 credits	Core
MFA600	Final Portfolio Project	30 credits	Core
2FAS610	Fashion Thesis	15 credits	Option
	Level Six – Semester Two		
2FAS604	Major Project: Research	15 credits	Core
2FAS606	Major Project: Precollection	15 credits	Core
2FAS613	Major Project: Design And Realisation	30 credits	Core

LEARNING OUTCOMES

Below are the overall intended learning outcomes for students who have successfully completed the course for each level of study. These will help you understand what is expected of you at each level to progress to the next level and to be eligible for the final award.

Level four
This programme gives the student the opportunity to acquire a grounding in the various skills and disciplines essential for their growth and development as creative fashion designers and practioners.
The acquisition of these practical skills combined with studio practice and an awareness of critical and theoretical context underpins their future study by giving them the foundation to explore further their own creativity.

At the end of Level 4, each student will be able to:

- Perform a range of design and practice methods.
- Undertake research and begin to take the initiative in thinking out new Sources.
- Translate a basic design through into a finished garment.
- Show developing skill bases in drawing and two-dimensional presentation skills.
- Show an increasing knowledge of fabric and textiles and recognise the relationship between fabric and design
- Understand principles of good practice for design translation and be aware of current industrial requirements.
- Reveal a developing critical insight into cultural constructions about the body and systems of adornment.
- Show a basic knowledge of the structure of the fashion industry, the role of the designer within the industry.
- Show an awareness and knowledge of the seasonal framework within which, the manufacture and production of the fashion industry is structured around.
- Show developing skill bases in undertaking research and to be able to start to express ideas clearly in written form.

Level five
This programme builds upon the skills previously learnt in level four to then apply them in a more personal, creative and reflective manner. Students analyse their practice against the demands of the fashion industry. Students focus their understanding of their acquired skills by examining them in a variety of historical, cultural, industrial and contemporary environments. A key component of this level is the students developing relationship with industry through a period of engagement via work experience to live industrial design projects.

At the end of Level 5, each student will be able to:

- Show increased knowledge of their practice in terms of both design and design translation.
- Show developing creative curiosity, self-motivation and understanding of professional standards.
- Demonstrate a more sophisticated grasp of specialist cutting and tailoring techniques.
- Show increasing critical awareness of the significance of cultural and period contexts for the understanding of clothing.

- Demonstrate an understanding of marketing, industrial and commercial practice and design management.
- Show an increased knowledge of effective business practice.
- Express their ideas in an increasingly confident and creative way both visually, whether two or three dimensionally, and verbally.
- Debate with growing confidence the relationship between design and market both in general and in the context of design practice.
- Express their ideas in written form with increasing coherence and fluency, and pursue a less narrative, more analytic approach to their work.
- Demonstrate a more sophisticated approach to contextual studies including critical references and the use secondary research.

Level six

This programme will bring all students through the synthesis of technical, theoretical practical and intellectual activity to the point where their chosen career can be realistically contemplated. It will also enable them to express those competences through a body of practical and theoretical works to a standard of intellect, design and skill appropriate to degree level work.

At the end of Level 6, each student will:

- Have developed a clear, individual, design personality.
- Be able to communicate their creative talent and versatility effectively through a varied portfolio of design work.
- Be able to demonstrate a knowledge and understanding with a critical awareness of current trends and design ranges.
- Be able to make professional presentations of both their two and three-dimensional work.
- Be able to demonstrate a refined understanding of the commercial possibilities of a chosen design or design ranges and be able to design for a particular market.
- be able to demonstrate an independent, critical stance toward their own work
- create a piece of sustained writing that clearly reflects the level of conceptual and critical thinking commensurate with this level of study
- provide full referencing with comprehensive bibliographic detail that supports the academic rigour anticipated within the text
- undertake critical thought with the application of the appropriate variety of theoretical viewpoints
- Be fully aware of the different career outcomes possible from their training and be equipped for entry into highly competitive world of fashion.
- Be eligible to advance to postgraduate level.
- Have a deep and thorough knowledge and understanding of the different career outcomes possible from their training and be equipped for entry into highly competitive world of fashion.

SUBJECT BENCHMARKS

The subject benchmarks for Art & Design are reflected in the courses approach in pursuit of internal quality assurance. They have been key to establishing learning outcomes for the course that reflect and ensure agreed general expectations about standards in Art & Design education. The full benchmarks for Art and Design are available to download from the QAA website: www.qaa.ac.uk

The structure and design of the BA Fashion Design course reflects the defining principals of the subject benchmarks for Art & Design, as stated:

'Learning in art and design develops both an aesthetic sensibility and the capacity to be creative. The material outcomes of the engagement with these characteristics are equally varied in art and design, but both require the development of particular cognitive attributes. The role of imagination in the creative process is essential in developing the capacities to observe and visualise, in the identifying and solving of problems, and in the rational and analytical skills, are developed in art and design.'

Further to this, the course embraces whole heartedly the knowledge and understanding, attributes and skills as addressed in the subject benchmark. The principal aim of the BA Honours Fashion Design course is to facilitate acquisition of the appropriate knowledge and understanding, development of the necessary personal attributes, and the mastery of the essential skills which will equip and prepare students for continuing personal development and professional practice.

SKILLS POLICY

Introduction
In addition to the technical and subject specific skills that the course concentrates on, it is also concerned with developing skills which can enhance and enrich the individual so allowing for personal growth on a number of different levels. Graduate employability is of course a key objective for any degree programme and particularly for those operating within an essentially vocational arena such as Fashion Design. To produce an effective skills strategy, staff have made sure that all the modules work in a complimentary way across the undergraduate curriculum to provide a comprehensive programme of those skills deemed most appropriate for current industry professionals in Fashion and Fashion related employment.

Each module will provide a focus for, and place emphasis on, certain key skills that will be a combination of both the knowledge-based skills, that will build towards creating a highly trained and professionally proficient graduate designer, and transferable skills, by which is meant an extensive range of life and personal development skills that allow the student to mature into an effective member of the fashion industry community. These skills are clearly underwritten in each of the module syllabuses that appear in the handbook and appear again with each project or assignment brief. A programme map shows the student where and how the various skill bases are being promoted. Thus, every tier of student development can be seen as multi-faceted with the student being aware at each stage of the challenges to be met and the disciplines to be acquired.

The five headings that follow reflect the range of skill bases the course aims to encourage in all students. These are designed to create professional graduates who can, within reason, enter into a chosen field of employment at a level commensurate with their career aspirations and ambitions. It is hoped that they will, by this time, have achieved a greater degree of readiness and suitability to their chosen environment than might be true for a less skill specific and skill focused training. Through the various teaching and learning methods outlined earlier in the handbook, the following major key skill areas will be addressed:

1. Management of Information
Students will be able to
- think creatively and innovatively
- understand and organise and manage their research effectively
- understand and employ disciplined time-management
- retrieve information and data from a variety of appropriate Sources including those IT based
- learn and think independently

2. Problem Solving
Students will be able to

- recognise and define field problems and focus on essentials

- understand the value of planning and pro-active resource management

- become effective decision makers

- recognise the importance of comprehensive and extensive knowledge of the field and so demonstrate business awareness

- demonstrate an ability to evaluate and critically review information presented

3. Communication
Students will be able to

- communicate effectively both orally and via written material

- choose multi-media resources if appropriate

- conduct quality presentations both in terms of material content and personal dynamic

- Discuss, debate, and maturely consider problems from the field.

4. Group Working
Students will be able to

- work successfully as part of a team or group

- negotiate inter-personal difficulties as well as difficulties arising in the field

- meet the challenge of conflict management

- assume the role of leader recognising its responsibilities and requirements as fast as possible

5. Self-Evaluation
Students will be able to

- critically analyse their own performance and reflect on their personal development

- be self-motivated and self-aware

- respond to feedback of whatever kind with a positive frame of mind and the capability to reflect on the nature of best practice

- Confidently challenge, with appropriate and measured justification, received or traditional standpoints or opinions.

Pulling these headings together there is a sure logic to their implementation: management of information provides essential groundwork for problem solving which in turn needs to be effectively communicated. The ability to work well as a team member promotes successful communication while accurate and honest self-evaluation lies at the centre of personal career management.

There is clearly a mix of the essential vocational and practical knowledge skills necessary for the fashion graduate with the equally indispensable range of personal performance skills that centre on articulacy, reliability and developing confidence. Here are the elements required for enhanced career opportunities and sustainable lifelong learning and development.

All skill mapping programmes and learner outcomes are available to students through their module briefs. An outline of the type of skill bases covered in each module also appears in this handbook later in the Modules section. Students are expected to monitor their own progress though these key skills areas just as they will be monitored and assessed in selected areas by their tutors. The mapping programme makes clear whether the skills are going to be:

- Taught
- implicit through a practice and /or
- Assessed or merely monitored

Specific Career Enhancement Skills

While the Key Skills policy has already explored those attributes that will enhance Fashion Design graduates' career opportunities, there are certain features of this degree that can be recognised as distinctive under this separate heading. This is because they provide a highly specific and tailored training, in line with the vocational studies programme, that pre-orientates the student, as far as possible, towards their industry future. The elements promoted here are designed to develop business awareness in a specific as opposed to general context and can be seen to operate under three sections.

People-Based Skills

Including such things as effective networking, the mechanisms behind securing sponsoring and promotion, the value of team building and the skills required for leadership.

Marketing Skills

Such as being able to recognise, explore and create opportunities within the field, demonstrate financial and political awareness and a sound knowledge of the current market place, think strategically, and recognise the mechanisms for, and timing of, self-marketing and self-promotion.

Personal Career Skills

Such as acknowledging core strengths and weaknesses, recognising the relationship between the individual and the workplace and the advantages and disadvantages of any given situation or position therein and analysing and evaluating opportunities for change, growth and continued development.

While all modules, even at Level 4, will seek to orientate the student in various ways towards an understanding of the standards and attitudes commensurate with top-flight professionalism, certain modules will focus on these Career Enhancement Skills (CES). These include Business modules at 5, Industry topics in Professional Practice modules at Level 6 and the work shadowing experiences encouraged at all levels starting at Level 4 and including the Work Placement module in Level 5. These modules provide an informal track or skill stream of business/industry awareness training that offers excellent opportunity to gain experience of those CE skills just identified. Outlines of these can be found in the handbook syllabus with fuller details appearing on the briefs and mapping programmes for each module.

Skill Enhancement Provision

The BA Honours Fashion Design degree also offers informally, and on a non-credit basis, additional sessions for students on study skills. These are for an hour each week for both Level 4 and 5 students and include a range of skills that follow the logic of an assignment.

They include the following topic areas:
- Starting research, primary and secondary material
- Displacement activity; learning focus
- Use of an academic diary; time management
- Essay planning; key word analysis
- Learning to group ideas; selection and rejection
- Argument strategies
- Presentation techniques

These underpin the Information Management section of the key skills listed earlier which highlights the need for research, time management, and organisational skills as essential components of qualitative information retrieval and analysis. Articulate critical debate whether written or oral and fluency of delivery are built on such sure foundations. These sessions are informal and the opportunity for further work in tutorial form is always open to students. This kind of support for personal learning and development provides greater opportunity for students to reflect on the quality and style of their learning, how they can best overcome weaknesses and what strategies they can use to progress their learning and achieve more highly.

Therefore, upon graduation, all students will have acquired the following skills:

Professional Practice/Career Skills
- A sophisticated and refined ability to design, cut and make across a range of clothing.
- An awareness of specialist techniques and methods and current industrial practice.
- The ability to produce two and three-dimensional work at a competitively professional standard.
- An understanding of the industrial and business framework in which the practice of fashion is carried out.
- A comprehensive recognition of contemporary trends and an understanding of forecasting.
- The ability to solve creative design problems.
- The ability to design for a given market or locate the market for a given design or range.
- The ability to become creatively involved on any level of fashion design from couture through diffusion ranges to high street retail.

Intellectual Skills
- An ability to communicate effectively whether in written form or verbally and to mount fully professional presentations
- An ability to think logically and analytically and to problem solve
- An ability to work well as part of a team or individually
- A comprehensive research methodology that can be applied to all aspects of work
- Recognition of the interplay between experience, practice and expertise and a desire to go on learning.

Personal Skills
Self-confidence and self-motivation
Resourcefulness and an ability to take the initiative, be inventive and individual
An assured familiarity with the fashion world, the way it operates and the skill bases it requires.

Personal Development Planning (PDP)
PDP is an integral part of your learning process on the fashion design course. It is a chance for you to take ownership of your learning, reflect on the progress that you have achieved so far and to set your own individual goals to help you achieve your desired outcomes.

PDP processes are designed to improve the capacity of individuals to understand what and how they are learning, and to review, plan and take responsibility for their own learning.

PDP will help students:
- Integrate their personal and academic development and improve their capacity to plan their own academic programmes;
- Be more effective in monitoring and reviewing their own progress;
- Be more aware of how they are learning and what different teaching and learning strategies are trying to achieve;

- Recognise and discuss their own strengths and weaknesses;
- Identify opportunities for learning and personal development outside the curriculum;
- Be better prepared for seeking employment or self-employment and be more able to relate what they have learnt to the requirements of employers;
- Be better prepared for the demands of continuing professional or vocational development when they enter employment.

PDP will help academic staff:
- By helping students to be more independent/autonomous learners;
- Improve the quality of experience for tutors and tutees when it is linked to personal tutoring systems;
- make more effective use of off campus opportunities for learning like work placements or study abroad;
- By creating a mechanism through which career-related skills and capabilities can be recorded;
- By improving their understanding of the development of individual students and their ability to provide more meaningful employment references on their behalf.

LEVEL FOUR

Course specific skills
- Demonstrate a range of design and practice methods.
- Undertake research and begin to take the initiative in thinking out new Sources.
- Translate a basic design through into a finished garment.
- Show developing skill bases in drawing and two-dimensional presentation skills.
- Understand the basic pattern cutting skills required for the drafting and construction of garments such as shirts, jackets, dresses, trousers and skirts.

Key transferable skills
- Understand concepts
- Critically evaluate information
- Research and investigate a topic
- Manage own learning and work independently
- Ability to evaluate qualitatively and quantitatively
- Work with others through negotiation, collaboration, in groups or teams
- Communicate appropriately and effectively, verbally, visually, and in writing and to select language according to context.
- Basic use of some relevant IT

LEVEL FIVE

Course specific skills
- Demonstrate a more sophisticated grasp of specialist cutting and tailoring techniques.

- Express their ideas in an increasingly confident and creative way both visually, whether two or three dimensionally, and verbally.
- Debate with growing confidence the relationship between design and market both in general and in the context of design practice.
- Express their ideas in written form with increasing coherence and fluency, and pursue a less narrative, more analytic approach to their work.
- Understand the use of advanced pattern cutting skills required for the drafting and construction of garments such as shirts, jackets, dresses, trousers and skirts.

Key transferable skills
- Formulate concepts
- Critically evaluate information
- Research and investigate a topic
- Manage own learning and work independently
- Ability to evaluate qualitatively and quantitatively
- Communicate appropriately and effectively, verbally, visually, and in writing and to select language according to context.
- Competent use of some relevant IT
- Ability to take and manage risk

LEVEL SIX

Course specific skills
- Have developed a clear, individual, design personality.
- Be able to communicate their creative talent and versatility effectively both on the catwalk and through a varied portfolio of design work.
- Be able to make presentations of both their two and three-dimensional work to a professional industry standard.
- Be able to demonstrate an independent, critical stance towards their own work
- Be able to express written ideas in an articulate and persuasive manner that reflects comprehensive research and an assured critical and analytical approach.
- Be eligible to advance to postgraduate level.

Key transferable skills
- Assimilate and syntheses diverse ideas and concepts
- Read and analyse complex data
- Ability to develop a point of view based on fact and to argue this point to a positive outcome
- Show critical thought, analysis and interpretation
- Skilled use of all relevant IT to their practice
- Organise and supervise others to carry out instructions and tasks
- Source relevant service providers to specific tasks and to negotiate contracts

LEVEL FOUR

	Introduction to form, construction and cut	Fashion Research For Design Development	The body and its meaning	Introduction to fabrication and print	Experimental design and modernity	Technology for illustration	Introduction to tailoring and menswear
LEARNING RESOURCES							
Use of a Range of Learning Resources	TP	TPA	TPA	TPA	TPA	TPA	TPA
Research Techniques	TP	TPA	TPA	TPA	TPA	TP	TPA
Professional Working Methods	TPA	TPA	TPA	TPA	TPA	TPA	TPA
INFORMATION MANAGEMENT							
Information & Data Retrieval		TPA	TP	TPA	TP	TPA	TP
Creative & Innovative Thinking	TPA	TPA	TPA	TPA	TPA	TPA	TPA
Business Awareness		TPA		TPA	TPA	T	TPA
Research Strategy	TPA	TPA	TP	TPA	TP	P	TP
COMMUNICATION							
Report Writing		TPA	TPA	TPA	TPA		TPA
Oral Communication	P	P	TPA	P	P		TP
Electronic Communication		TP		TP	TPA	TPA	TPA
Presentation	TPA	TPA	TPA	TPA	TPA	TPA	TPA
PROBLEM SOLVING							
Application of Methods	TPA	TPA	TPA	TPA	TPA	TPA	TPA
Application of Tools	TPA	TPA	TPA	TPA	TPA	TPA	TPA
Action Planning	TPA	TPA	TPA	TP	TPA	TPA	TPA
Decision Making	TPA	TPA	TPA	TP	TPA	TPA	TPA
GROUP							
Team & Group Working	TPA	P		P	P	P	TP
Leadership	TP	P		P			TP
Conflict Management	TP				P	P	TP
Task Centred Working	TP	P		P		P	TP
SELF EVALUATION							
Self-Awareness	TP	TP	TP	TP	TPA	TP	TPA
Self-Motivation	TP	TP	TP	TP	TPA	TP	TPA
Reflection on Personal Development	TP	TP	TP	TP	TPA	TP	TPA
Critical Analysis	TP	TP	TP	TP	TPA	TP	TPA
Challenge Opinion	TP	TP	TP	TP	TPA	TP	TPA
Respond to Feedback	TP	TP	TP	TP	TPA	TP	TPA
Reflect on Own or Other's Functioning	TP	TP	TP	TP	TPA	TP	TPA
AUTONOMY							
Ability to Learn Independently	TP	TPA	TP	TPA	TPA	TPA	TPA
Management of Own Learning	TP	TPA	TP	TPA	TPA	TPA	TPA
Time Management	TP	TPA	TP	TPA	TPA	TPA	TPA
Self-Critical	TP	TPA	TP	TPA	TPA	TPA	TPA
CAREER MANAGEMENT							
Self-Promotion				TP	TP	TP	TP
Action Planning			TP	TP	TP	TP	TP
Development Focus			TP	TP	TP	TP	TP
Self Confidence	TP	TP	TPA	P	TP	TP	TP

Key: T = Taught, P= Practiced, A = Assessed

SKILLS CHART LEVEL FIVE

	Historical research for design innovation	Design for sportswear	Future textiles fabrication and print	Industrial work placement	The business of fashion: the financial proposal	Fashion Objects In Context
LEARNING RESOURCES						
Use of a Range of Learning Resources	TPA	TPA	TPA	TPA	TPA	TPA
Research Techniques	TPA	TPA	TPA	TPA	TPA	TPA
Professional Working Methods	TPA	TPA	TPA	TPA	TPA	TPA
INFORMATION MANAGEMENT						
Information & Data Retrieval	TPA	TPA	TPA	TPA	TPA	TP
Creative & Innovative Thinking	TPA	TPA	TPA	TPA	TPA	TPA
Business Awareness	TPA	TPA	TPA	TPA	TPA	
Research Strategy	TPA	TPA	TPA	TPA	TPA	TP
COMMUNICATION						
Report Writing	TPA	TPA	TPA	PA	TPA	TPA
Oral Communication	P	TPA	P	PA	TPA	TPA
Electronic Communication	TPA	PA	PA	PA	PA	
Presentation	TPA	TPA	PA	PA	TPA	TPA
PROBLEM SOLVING						
Application of Methods	TPA	TPA	TPA	TPA	TPA	TPA
Application of Tools	TPA	TPA	TPA	TPA	TPA	TPA
Action Planning	TPA	TPA	TPA	TPA	TPA	TPA
Decision Making	TPA	TPA	TPA	TPA	TPA	TPA
GROUP						
Team & Group Working	P	TPA	P	TPA	P	P
Leadership	P	TPA	P	TPA	P	P
Conflict Management	P	TPA	P	TPA	P	P
Task Centred Working	P	TPA	P	TPA	P	P
SELF EVALUATION						
Self-Awareness	TP	TPA	TP	TPA	TPA	TP
Self-Motivation	TP	TPA	TP	TPA	TPA	TP
Reflection on Personal Development	TP	TPA	TP	TPA	TP	TP
Critical Analysis	TP	TPA	TP	TPA	TP	TP
Challenge Opinion	TP	TPA	TP	TPA	TP	TPA
Respond to Feedback	TP	TPA	TP	TPA	TP	TP
Reflect on Own or Other's Functioning	TP	TPA	TP	TPA	TP	TP
AUTONOMY						
Ability to Learn Independently	TP	TPA	TP	TPA	TP	TP
Management of Own Learning	TP	TPA	TP	TPA	TP	TP
Time Management	TP	TPA	TP	TPA	TPA	TP
Self-Critical	TP	TPA	TP	TPA	TP	TP
CAREER MANAGEMENT						
Self-Promotion	TP	TPA	TP	TPA	TPA	
Action Planning	TP	TPA	TP	TPA	TPA	TP
Development Focus	TP	TPA	TP	TPA	TPA	TP
Self Confidence	TP	TPA	TP	TPA	TPA	TPA

Key: T = Taught, P = Practiced, A = Assessed

SKILLS CHART LEVEL SIX

	Brand identity and the fashion product	Market specific portfolio	Fashion Thesis	Major project: research	Major project: precollection	Major project: design and realisation
LEARNING RESOURCES						
Use of a Range of Learning Resources	TPA	TPA	TPA	TPA	PA	PA
Research Techniques	TPA	TPA	TPA	TPA	TPA	PA
Professional Working Methods	TPA	TPA	TPA	TPA	TPA	TPA
INFORMATION MANAGEMENT						
Information & Data Retrieval	TPA	TPA	TP	TPA	TPA	TPA
Creative & Innovative Thinking	TPA	TPA	TPA	TPA	TPA	TPA
Business Awareness	TPA	TPA		TPA	TPA	TPA
Research Strategy	TPA	TPA	TP	TPA	TPA	TPA
COMMUNICATION						
Report Writing	TPA	TPA	TPA	TPA	PA	
Oral Communication	P	TPA	P	P	P	P
Electronic Communication	PA	PA		PA	PA	
Presentation	TPA	TPA	TPA	PA	TPA	TPA
PROBLEM SOLVING						
Application of Methods	TPA	TPA	TPA	TPA	TPA	TPA
Application of Tools	TPA	TPA	TPA	TPA	TPA	TPA
Action Planning	TPA	TPA	TPA	PA	TPA	TPA
Decision Making	TPA	TPA	TPA	TPA	TPA	TPA
GROUP						
Team & Group Working	P	P	P			P
Leadership						
Conflict Management						
Task Centred Working	P	P				P
SELF EVALUATION						
Self-Awareness	TPA	TPA	TPA	TPA	TPA	TPA
Self-Motivation	TPA	TPA	TP	TPA	TPA	TPA
Reflection on Personal Development	TP	TPA	TP	TP	TPA	TP
Critical Analysis	TP	TPA	TP	TP	TPA	TP
Challenge Opinion	TP	TPA	TPA	TP	TP	TP
Respond to Feedback	TP	TPA	TP	TP	TP	TP
Reflect on Own or Other's Functioning	TP	TPA	TP	TP	TP	TP
AUTONOMY						
Ability to Learn Independently	TP	TPA	TPA	TP	TP	PA
Management of Own Learning	TP	TPA	TPA	TP	TP	PA
Time Management	TPA	TPA	TPA	TPA	TPA	PA
Self-Critical	TP	TPA	TPA	TP	TP	TP
CAREER MANAGEMENT						
Self-Promotion	P	TPA		TPA	TPA	TPA
Action Planning	P	TPA	TP	TPA	TPA	TPA
Development Focus	PA	TPA	TP	TPA	TPA	TPA
Self Confidence	P	P	TPA			

Key: T = Taught, P= Practiced, A = Assessed

COURSE SPECIFIC REGULATIONS

The BA Honours BA Fashion Design and its intermediate awards operate in accordance with the University's Academic Regulations, including the *Modular Framework for Undergraduate Courses* and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA).

All students should make sure that they have and keep for reference a copy of the current edition of the general University handbook called ***Essential Westminster 2013/14***, and the *Handbook of Academic Regulations 2014*. The following course specific requirements should be read in conjunction with the *Modular Framework for Undergraduate Courses* and sections 11 to 19 of the *Handbook of Academic Regulations*.

The full texts of all Academic Regulations may be read on-line at the Academic Registrar's homepage at: www.wmin.ac.uk/academicregistrars A glossary of the most commonly used regulatory terms is provided in Appendix 1 of these award specific regulations.

1   Generic Requirements for award of the BA Honours Fashion Design

1.1   To qualify for the award of a Degree with Honours, a student must have:

   a)   taken modules worth at least 360 credits (as outlined below) at Credit Level 4 or above, including at least 240 credits at Credit Levels 5 and 6, of which at least 120 credits must be at Credit Level 6;

   b)   have passed modules worth at least 345 credits (as outlined below) at Credit Level 4 or above, including at least 225 credits at Credit Levels 5 and 6, of which at least 120 credits are at Credit Level 6;

   c)   attempted modules worth no more than 330 credits at Credit Levels 5 and 6 (under this regulation a first attempt of any module will count as an attempt, and a reattempt of any module that a student has failed will count as a further, separate attempt. Reassessment following failure at the first attempt will not count as a further separate attempt).

Students are also bound by the validated award specific regulations for their course.

1.2   Module requirements for the award of BA Honours Fashion Design

Level Four
Core modules to the value of 120 credits, that must be passed

2FAS410	Introduction To Form, Construction And Cut	15 credits	Core
MFAS400	Fashion Research For Design Development	30 credits	Core
2FAS405	Technology For Illustration	15 credits	Core
MFAS401	The Concept Of Modernity	30 credits	Core
2FAS403	Introduction To Fabrication And Print	15 credits	Core
2FAS412	Introduction To Tailoring And Menswear	15 credits	Core
	Total level four credits	120	

Level Five
Core modules to the value of 105 credits, that must be passed

MFAS502	Design For Sportswear	15 credits	Core
MFAS500	Industrial Work Placement	30 credits	Core
2FAS505	Future Textiles Fabrication And Print	15 credits	Core
2FAS501	Historical Research For Design Innovation	15 credits	Core
MFAS501	The Fashion Business Proposal	30 credits	Core
	Plus One Of The Following:		
MFAS503	Fashion Objects in Context	15 credits	Option
	or		
	Polylang	15 credits	Option
	or		
	Free Elective	15 credits	Option
	Total level five credits	120	

Level Six
Core modules to the value of 120 credits, that must be passed

2FAS601	Brand Identity And The Fashion Product	15 credits	Core
MFAS600	Final Portfolio Project	30 credits	Core
2FAS604	Major Project: Research	15 credits	Core
2FAS606	Major Project: Precollection	15 credits	Core
2FAS613	Major Project: Design And Realisation	30 credits	Core
2FAS610	Fashion Thesis	15 credits	Option
	Total level six credits	120	

Free Choice modules
Students can select a Free Choice module, as outlined above, at an appropriate Level from a number of modules from any course, Department or School across the University. In addition, the University offers languages modules via Polylang, a University-wide scheme aimed at providing wider access to languages for all undergraduate students. Further details of the Polylang Scheme are included in *Essential Westminster 2013/14*

Progression
To progress from Level 3 to Level 4 and from Level 4 to Level 5 in full time study, a student must achieve an average of 40% across 120 credits; to progress from Level 5 to Level 6 full-time study, a student must pass at least 165 credits, including 75 credits at Level 5.

Course specific regulations

Students enrolled on the sandwich year will not *normally* be able to retake any failed modules during their year in industry.