

# I Programme Specification

## Course record information

Name and level of final award:	BA (Hons) Fashion Design
Name and level of intermediate awards:	Diploma of HE Certificate of HE
Awarding body/institution:	University of Westminster
Teaching Institution:	
Status of awarding body/institution:	Recognised Body
Location of delivery:	Harrow
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Full time, three years, with additional, optional sandwich year.
QAA subject benchmarking group:	Art and Design (2008)
Professional statutory or regulatory body:	Skillset
Date of course validation/review:	February 2015
Date of programme specification approval:	February 2015
Valid for cohorts :	2016/17 level 4, 5 and 6
Course Director	Andrew Groves
UCAS code and URL:	W230, W232 <a href="https://www.westminster.ac.uk/courses/undergraduate">https://www.westminster.ac.uk/courses/undergraduate</a>

## **I.1 Admissions requirements**

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There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

[westminster.ac.uk/courses/undergraduate/how-to-apply](https://westminster.ac.uk/courses/undergraduate/how-to-apply)

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: [westminster.ac.uk/courses/undergraduate/how-to-apply](https://westminster.ac.uk/courses/undergraduate/how-to-apply)

## 1.2 Aims of the course

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The BA Fashion Design course aims to:

- Enable the fulfilment of students' aspirations by preparing them for careers within the international fashion industry 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.
- Equip graduates with the knowledge, understanding and academic skills to continue to post-graduate study
- Respond to the changing needs of an increasingly international industry by preparing self-motivated students for design based careers, and to develop their capacity to exercise both specialist and transferable skills that satisfy the professional demands of industry.

## 1.3 Learning Outcomes

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### What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall **knowledge and understanding** you will gain from your course. (KU)
- **Graduate attributes** are characteristics that you will have developed during the duration of your course. (GA)
- **Professional and personal practice learning outcomes** are specific skills that you will be expected to have gained on successful completion of the course. (PPP)
- **Key transferable skills** that you will be expected to have gained on successful completion of the course. (KTS)

### Level 4 learning outcomes

Upon completion of level 4 you will be able to:

- L4.1 Perform a range of design and practice methods. (PPP)
- L4.2 Undertake research and begin to take the initiative in thinking out new sources. (KTS)
- L4.3 Translate a basic design through into a finished garment. (PPP)
- L4.4 Show developing skill bases in drawing and two-dimensional presentation skills. (PPP)
- L4.5 Show an increasing knowledge of fabric and textiles and recognise the relationship between fabric and design. (PPP)
- L4.6 Understand principles of good practice for design translation and be aware of current industrial requirements. (PPP)
- L4.7 Reveal a developing critical insight into cultural constructions about the body and systems of adornment. (KU)
- L4.8 Show a basic knowledge of the structure of the fashion industry, the role of the designer within the industry. (PPP)
- L4.9 Show developing skill bases in undertaking research and to be able to start to express ideas clearly in written form. (KTS)

### Level 5 learning outcomes

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.

**Upon completion of level 5 you will be able to:**

- L5.1 Show increased knowledge of their practice in terms of design and design translation. (KU)
- L5.2 Show developing creative curiosity, self-motivation and understanding of professional standards. (PPP)
- L5.3 Demonstrate a more sophisticated grasp of specialist cutting and tailoring techniques. (KU)
- L5.4 Show increasing critical awareness of the significance of cultural and period contexts for the understanding of clothing. (KU)
- L5.5 Demonstrate an understanding of marketing, industrial and commercial practice and design management. (KU)
- L5.6 Show an increased knowledge of effective business practice. (KU)
- L5.7 Express their ideas in an increasingly confident and creative way both visually, whether two or three dimensionally, and verbally. (KTS)
- L5.8 Understand with growing confidence the relationship between design and market in general and in the context of design practice. (PPP)
- L5.9 Express their ideas in written form with increasing coherence and fluency, and pursue a less narrative, more analytic approach to their work. (KTS)

**Level 6 learning outcomes**

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.

Upon completion of level 6 you will:

- L6.1 Have developed a clear, individual, design personality. (GA)
- L6.2 Be able to communicate their creative talent and versatility effectively through a varied portfolio of design work. (PPP)
- L6.3 Be able to demonstrate a knowledge and understanding with a critical awareness of current trends and design ranges. (KU)
- L6.4 Be able to make professional presentations of both their two and three-dimensional work. (PPP)
- L6.5 Be able to demonstrate a refined understanding of the commercial possibilities of a fashion range and be able to design for a particular market. (PPP)
- L6.6 Be able to demonstrate an independent, critical stance toward their own work. (KTS)
- L6.7 create a piece of sustained writing that clearly reflects the level of conceptual and critical thinking commensurate with this level of study. (KTS)
- L6.8 Undertake critical thought with the application of the appropriate variety of theoretical viewpoints. (KTS)
- L6.9 Have a deep and thorough knowledge and understanding of the different career outcomes possible from their training and be equipped for entry into the fashion industry. (GA)

## **1.4 Employment and further study opportunities**

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Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students

- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.
- Embedded into the course structure are a number of opportunities to engage with the international fashion industry through live briefs with companies such as Topshop, H&M, Max Mara, Abercrombie or ASOS. Additionally there are periods of internship in the second year and industry year that allow students to fully develop themselves in relation to current industry practice and to understand where they fit within this world.

The course's exceptional links with the fashion industry ensure fast-track access to both cutting-edge and established designers. Students on their internship year are currently working with the following designers:

In London:

Alexander McQueen, Simone Rocha, Giles, Burberry Prorsum, Christopher Kane, Mulberry, and Celine.

In Paris:

Lanvin, Balmain, Christian Dior, Haider Ackermann, Chanel, Louis Vuitton, Givenchy and Balenciaga.

In New York:

Diane Von Fürstenberg, Proenza Schouler, Thom Browne, Marc Jacobs, Donna Karan, and Alexander Wang.

Our students gain an enormous amount of specific and transferable knowledge from working within the fashion industry, whether these are in the context of 'live' design projects at university or while they are out for an extended period of work placement.

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Additionally there are periods of internship in the second year and industry year that allow students to fully develop themselves in relation to current industry practice and to understand where they fit within this world.

Graduates from the last few years have already gained design jobs with Burberry Prorsum, Thom Browne, Paul Smith, Jacquemus, Armani Exchange, Puma, Topshop, Max Mara, Preen, Mulberry, Givenchy, Roberto Cavalli, Aubin & Wills, Roksanda Ilincic, Abercrombie & Fitch, Gap, Marc Jacobs, Tom Ford and Harrods.

## **1.5 Learning, teaching and assessment methods**

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A number of different teaching and learning methods are deployed to enable students to develop an imaginative and creative approach to their discipline based on an increasing knowledge of practice and transferable skills.

### **Tutorials**

The most individual form of teaching you will experience apart from your one-to-one help in the studio will be through the tutorials you receive. As a form of teaching, tutorials are offered to help you with any aspect of the course you are finding problematic. Each module will allow time for these to take place, and at the end of the module, you will be given a tutorial as part of the feedback that will give you information on your assessment grading. You will be encouraged to talk about your perceptions of your own ability, and to consider the way you are working and to what effect.

### Lectures

Some modules lend themselves well to the lecture format. Here you will take part in-group lectures in a lecture room or auditorium. You will be encouraged to participate, even within this more formal setting, by commenting on the lecture material, offering a view, or by preparing a short response paper for a session. During lectures, you are asked to keep notes in order to build up a file of information as preparation for the module assessment. Lecturers may be members of the course academic team or industry specialists and designers who will lecture about their specific area.

### Group Discussion

Group discussions/seminars are important mechanisms for opening up project potential. Group discussions will examine the implications, influences, content and demands surrounding the requirements of the projects and try to identify the best way of tackling them. Active participation in the exchange of ideas is important in helping you to develop articulate, confident attitudes to your work.

### Practical Demonstrations

Teaching also includes much practical demonstration. Here the specialist will demonstrate the techniques, skills, equipment and the variety of technical procedures you will need to know for successful completion of the module. Examples contained within the course are the introductory lessons for print and introduction to tailoring both modules within level four.

### Group Criticisms

Completed projects are normally evaluated at group criticisms. You are requested to display your work in the studio where it is examined and discussed by tutors, visiting specialists and your fellow students. These are opportunities for you to evaluate your work in a group context, learn to explain your ideas coherently, look at them impartially and analytically – and change them where necessary! You learn to evaluate criticism, how to accept it and how to give it. Group Crits take place at regular intervals, involve all students and participation is mandatory.

## **1.6 Assessment**

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Assessment methods and processes are intended to identify and evaluate student learning for both students and staff and to encourage a self-reflective and critical appreciation by both students of their own development. Response to student work is a significant aspect of learning and all summative form of assessment will be accompanied by written feedback conforming to campus guidelines to ensure that students have the opportunity to apply this critique to their subsequent studies. Particular attention will be given to ensuring feedback on final modules to inform students' professional aspirations.

Assessment is intended to provide an indication of learning for students, staff, higher education authorities, professional bodies and other external organisations.

### **Assessment Procedures**

The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of their study programme and achieved the required standard for the award they seek. Assessment provides the students with a clear indication of their individual ability, development and achievement, and helps in establishing a process of critical self-evaluation. A formal programme of assessment is also a way of evaluating a course's own performance and maintaining its academic standards.

### Marking Criteria

These are set out on each project brief and are detailed on module syllabus. All set work should be completed by the deadline. All marks are reviewed by Level Tutors so that your progress can be registered and it is the responsibility of the Module Leader to ensure parity of judgement for all students.

10% of all coursework from Year 2 and 3 will go to a second assessor whether from within the course team or beyond. Every effort is made to match the method of assessment to the intended learning outcomes of the module, and students are encouraged to discuss their grades with staff as part of a critical self-evaluative process.

Criteria and Regulations: general guidance

During induction, all students are given a Course Handbook that provides details of the assessment criteria and regulations that are applied by the course team. Where the regulations differ from those set by the University, these will be separately validated and referenced as course specific regulations.

Criteria and Regulations: specific guidance

At the start of each module students are informed of the following:

- A module programme detailing the content of the module, learning outcomes, coursework requirement and assessment methods
- Details of the assessment methods and criteria for each part of the coursework
- The schedule of coursework assignments, including methods and dates of submission, coursework return and tutor feedback deadlines

## **Assessment Processes**

The assessment process varies both between courses and within modules depending on student numbers, type of coursework required and opportunities for interaction. Processes vary from that of coursework being assessed by staff without the student being present, to group discussions with the participation of several students and staff. Where possible, students and staff come together for the assessment process as it is considered to be an important aspect of learning and an opportunity to share views regarding the qualities of coursework and the ways in which learning outcomes can be achieved.

## **Assessment Criteria**

Assessment criteria are used to evaluate the extent to which the student has understood and applied the module syllabus through their achievement of the learning outcomes. These criteria or guidelines will focus on a range of skills, e.g. the development of technical, creative, conceptual and intellectual skills; the application of such skills in the production of coursework relevant to the module; the capacity for self-managed learning and the capacity for analysis and self-reflection.

Assessment criteria are module specific and applied to coursework, tests and exam material submitted for that module. The design of assessment criteria is informed by University standards. However, the Course Team or Module Leader will have identified criteria relevant to the particular learning outcomes for the module, and, after validation, these will be published as part of the module information and will form the guidelines for assessing the student's work. Feedback given to students will relate the student's work to the module learning outcomes and the assessment criteria.

### **Internal Marking and Moderation**

Module Leaders are responsible for ensuring that internal marking is carried out appropriately; they will document how this procedure has been undertaken in their end of module report and identify which members of staff were responsible for elements of first marking and internal moderation.

All modules counting towards the classification of an award should be double marked. (Please note that double marking does not mean that all coursework must be double marked, only that the coursework overall must be considered by more than one assessor).

Double marking may include sampling or second marking or equivalent and a minimum of 10% of coursework assignments should be identified for a second reading. This applies for any piece of assessed work that comprises more than 30% of the total marks available for a 20-credit module, or a 15% of a module worth 30% credits or more. Coursework selected for double marking should include the strongest and weakest examples and a sample in between.

The Module Leader or Course Director oversees this system of double marking. All tutors who participate in marking module coursework participate in agreeing the final marks to ensure that consensus is reached and that parity of standards is achieved within and across modules. Where there is a dispute in this process it will be resolved by the Course Director or Chair of Department as appropriate. This process is called internal moderation.

We will have developed a consistency of feedback through the production of written guidelines for all academic staff, together with a formal induction into assessment processes for new academic staff and visiting lecturers where the latter are responsible for or participate in the process.

#### Submission and Return of Coursework

The schedule for the submission of coursework will be published for each module within two weeks of the start of the semester. Students are responsible for submitting their coursework in the manner specified by the module details, and for retaining a copy of coursework where possible. They are also responsible for collecting it from the Module Leader and for informing them of any absent material. Dates for the return of coursework will also be published.

#### Deferral/Referral

Where a student needs further support from the tutor in cases where they are required to do additional work, as in the case of deferred or referred work, the tutor will discuss the requirements directly with the student where possible. In all cases, the tutor will submit a written statement of the work required to the student with a copy retained for module records.

#### External Moderation

We will ensure that External Examiners have appropriate access to information regarding assessment methods and to sample of work and related documentation across all courses. We will ensure that Examiners comments are carefully considered in this area and changes implemented where necessary. The Annual Monitoring process and the Faculty Management Group track this.



## 1.7 Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year.

Credit level 4				
Module code	Module title	Status	Credit	ECTS
4FADE001W	Design project 1: Skills	Core	40	20
4FADE002W	Design project 2: Sportswear	Option	20	10
4FADE003W	Design project 3: Outerwear	Core	20	10
4FADE004W	Design project 4: Modernity	Core	40	20
	<i>Option modules</i>			
4FAMN009W	The Buying Process	Option	20	10
	Westminster Elective	Option	20	10
Award of Certificate of Higher Education available				
Credit level 5				
5FADE001W	Collection 1: Cutting	Core	20	10
5FADE002W	Collection 2: Surface	Core	20	10
5FADE003W	Collection 3: Internship	Core	20	10
5FADE004W	Collection 4: Portfolio	Option	20	10
5FADE005W	Collection 5: Historical	Core	40	20
	<i>Option modules</i>			
5FAMN002W	Preparing for the World of Work	Option	20	10
	Westminster Elective	Option	20	10
Award of Diploma of Higher Education available				
Optional Sandwich year				
5FADE006W	Extended Fashion Industry Placement	Option	40	20
Credit level 6				
6FADE001W	Thesis	Core	20	10
6FADE002W	Final collection 1	Option	20	10
6FADE003W	Final collection 2	Core	40	20
6FADE004W	Portfolio	Core	40	20
	<i>Option modules</i>			
6FAMN007W	Global Sourcing Strategies for Fashion	Option	20	10
6FAMN008W	Fashion Consumer behaviour	Option	20	10
6FAMN002W	Trends and Change Implementation for Fashion Retail	Option	20	10
	Westminster Elective	Option	20	10
Award of BA available Award of BA Honours				

Please note: Not all option modules will necessarily be offered in any one year.

## 1.8 Academic regulations

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The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations)

### Course specific regulations

All modules must achieve at least a pass of 40% for the student to be awarded the award of Bachelor of Arts.

## 1.9 Support for students

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Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

Student Affairs provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1<sup>st</sup> Floor), with an additional office located at the Harrow Campus. <http://www.westminster.ac.uk/study/new-students/when-you-arrive>

The [University of Westminster Students' Union](http://www.uwsu.com/) also provides a range of facilities to support all students during their time at the University. <http://www.uwsu.com/>

## **I.10 Reference points for the course**

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### Internally

Internal reference points for the course include a range of key documents from the Learning Futures initiative, University of Westminster Academic regulations handbook, and the University of Westminster Framework for undergraduate taught courses.

### Externally

External reference points for the course include the Quality Assurance Agency for Higher Education (QAA), British Fashion Council, the British Fashion Councils Colleges Council, Skillset, and additionally similar Fashion Design courses both in the UK and internationally at both undergraduate and postgraduate level.

## **I.11 Professional body accreditation**

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The BA(Hons) Fashion Design course is one of only seven degree courses to have recently been awarded Skillset accreditation in the UK in 2014.

The courses awarded the Skillset Tick “focus on their graduates being talented and innovative fashion designers, who understand the full work flow process. Their graduates are be able to communicate their ideas effectively through exciting illustration, detailed specifications and work with creative pattern cutters and makers.

New designers need to be able to work with new technology, new fabric innovation and have the ability to work as part of a studio team. Aside from technical and design skills, they will need to provide innovative solutions for commercial production and be able to promote themselves creatively. Lastly they will need to possess business acumen to help build and drive the UK’s fashion design industry.”

## **I.12 Quality management and enhancement**

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### Course management

The BA (Hons) Fashion Design course is managed by a Course Director. The Course Director will liaise with the course team, academic departmental representatives, academic administrators and support services to enhance the learning experience of the students and to ensure the academic coherence and quality of the course. The Director of Undergraduate Studies holds responsibility for managing and monitoring the delivery and quality assurance of the suite of undergraduate degrees within the School and reports directly to the Dean.

### Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2015. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

#### Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the course committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's' quality assurance evidence base.

### **1.13 For more information about this course:**

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Andrew Groves, Course Director

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