Programme specification

# Overview/ Factual Information

|  |  |
| --- | --- |
| **Programme/award title(s)** | BSc (Hons) Fashion Production and Business |
| **Teaching Institution** | Belfast Metropolitan College |
| **Awarding Institution** | The Open University (OU) |
| **Date of first OU validation** | April 2018 |
| **Date of latest OU**  **(re)validation** | April 2023 |
| **Next revalidation** | 2028 Academic Year |
| **Credit points for the award** | 360 |
| **UCAS Code** | N/A – College Direct Entry |
| **HECoS Code** | n/a |
| **LDCS Code (FE Colleges)** | n/a |
| **Programme start date and**  **cycle of starts if appropriate.** | September 2023 |
| **Underpinning QAA subject benchmark(s)** | [Art and Design (December 2019)](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16) |
| **Other external and internal**  **reference points used to inform programme outcomes.** | [UKFT (2020) Compendium of Industry Statistics and Analysis, UKFT](https://ukft.s3.eu-west-1.amazonaws.com/wp-content/uploads/2021/11/24095453/UKFTs-Compendium-of-Industry-Statistics-and-Analysis-2020-Executive-Summary.pdf)  [Harris, J. et al (2021) Mapping the UK Fashion, Textiles and Technology Ecosystem, UAL](https://bftt.org.uk/wp-content/uploads/2021/08/BFTT_Mapping-the-UK-Fashion-Textiles-and-Technology-Ecosystem_2021.pdf)  [McKinsey (2022) The State of Fashion](https://www.mckinsey.com/~/media/mckinsey/industries/retail/our%20insights/state%20of%20fashion/2022/the-state-of-fashion-2022.pdf)  [**Quality Review Visit: Belfast Metropolitan College, March 2018**](https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Belfast-Metropolitan-College) |
| **Professional/statutory recognition** | No Links to Professional/Statutory accreditation or requirements |
| **For apprenticeships fully or partially integrated**  **Assessment.** | N/A |
| **Mode(s) of Study (PT, FT, DL,**  **Mix of DL & Face-to-Face) Apprenticeship** | 3 Years Full Time, 100% Face to Face |
| **Duration of the programme for each mode of study** | 3 Years Full Time |
| **Dual accreditation (if applicable)** | N/A |
| **Date of production/revision of**  **this specification** | February 2023 |

|  |
| --- |
| **Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**  **More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the student modules and the students handbook.**  **The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.** |

|  |
| --- |
| 1. **Educational aims and objectives** |
| **Programme Aims:**   1. To deliver a programme, which reflects the needs and expectations of local employers for graduates from a programme of full-time study in fashion 2. To deliver a programme which reflects the expectations of students on a programme of full-time study in fashion. 3. To develop relevant knowledge, understanding and skills concerning apparel design, creation and relevant business contexts. 4. To develop knowledge an understanding of the fashion industry underpinned by a sustainable, commercial and digital approach to principles and practices of fashion. 5. To develop approaches of academic enquiry and analysis in relation to apparel design and creation and relevant business contexts. 6. To nurture opportunities for professional engagement through facilitating the development of students’ intellectual and imaginative powers, creativity, independence, critical self awareness and imagination. 7. To facilitate the development of transferable and interpersonal skills of sourcing, synthesising and analysing information and evidence from creative enquiry and investigation. 8. To provide a learning experience, which is informed by academic experience, reflective practice and engagement with industry to help graduates progress into employment or onto post graduate study.   **Programme objectives:**  On successful completion of this programme, a student will be able to:   1. Demonstrate readiness for employment, self-employment or postgraduate study, acknowledging the professional expectations of the fashion industry. 2. Develop creative and investigative approaches to the design and production of contemporary fashion solutions with an emphasis on commerciality, innovation and sustainability. 3. Analytical, critical and problem solving skills to engage with the solutions needed to address the environmental, sustainable and economic challenges throughout the fashion system. 4. A comprehensive knowledge and critical understanding of the well established principles of business within the local and global fashion industry, including marketing, commerce and entrepreneurship. 5. A comprehensive knowledge and digitally literate in relation to the skills required by employers within the local and global fashion industry or further courses of study including industry specialist software, Gerber, CAD, Clo3d. 6. Synthesise, critically evaluate and apply research from a diverse range of appropriate sources to make feasible decisions and achieve reasoned solutions. 7. Assume responsibility for independent learning and decision making, demonstrating organisational and time management skills transferrable to vocational roles in the fashion industry. 8. Communicate subject knowledge and expertise effectively and professionally through a range of formats - written, verbal and visual where appropriate. |

|  |
| --- |
| **2.2 Relationship to other programmes and awards**  (Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction) |
| The BSc Fashion Production and Business is “stand alone” with no links or dependencies to/on other programmes. |

|  |
| --- |
| **2.3 For Foundation Degrees**  Please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award. |
| n/a |

|  |
| --- |
| **2.4 List of all exit awards** |
| On successful completion of **Level 4,** students may decide to complete their studies and therefore be awarded the **Certificate of Higher Education in Fashion Production and Business.**  On successful completion of **Level 5,** students may decide to complete their studies and therefore be awarded the **Diploma of Higher Education in Fashion Production and Business.**  **The full award is the BSc Hons Fashion and Business; successful achievement of modules totaling less than 120 Credits at level 6 will result in a statement of achievement being added to the HEAR / Diploma Supplement a Higher Diploma of Higher Education.** |

**3. Programme structure and learning outcomes**

***(The structure for any part-time delivery should be presented separately in this section.)***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Programme Structure - LEVEL 4** | | | | | | |
| **Compulsory modules** | **Credit points** |  |  | |  |  |
|  |  | **Is module compensatable?** | **Semester runs in** | | **Optional modules** | **Credit Points** |
| Apparel Design 1  Fashion Business 1  Fashion Marketing 1  Fashion Materials 1  Garment Technology 1  Pattern Construction 1    Total | 20  20  20  20  20  20  120 | Yes  Yes  Yes  Yes  Yes  Yes | All modules are delivered over the course of the full academic year | There are no optional modules | | n/a |

**Intended learning outcomes at Level 4 are listed below:**

|  |
| --- |
| **Learning Outcomes – LEVEL 4** |
| **3A. Knowledge and understanding** |
| **Learning outcomes:** | |
| A1: Demonstrate knowledge and understanding of the creative design process from conception to finished product including the historical, social, cultural and economic contexts that affect fashion.  A2: Demonstrate knowledge and understanding of the basic business practices of fashion organisations.  A3: Demonstrate knowledge and understanding of design strategies, technical skills and technologies appropriate to the fashion industry.  A4: Demonstrate knowledge and understanding of sustainability in the fashion industry. | |

|  |
| --- |
| **3B. Cognitive skills** |
| **Learning outcomes:** | |
| B1: Generate ideas and solve problems in response to set briefs.  B2: Value research by identifying appropriate materials gathered from a variety of research methods and sources.  B3: Articulate learning in appropriate contexts. | |

|  |
| --- |
| **3C. Practical and professional skills** |
| **Learning outcomes:** | |
| C1: Demonstrate ability in a variety of techniques and processes appropriate to fashion design and manufacture.  C2: Utilise appropriate computer software and technology in the process of designing for fashion and manufacture.  C3: Apply entrepreneurial skills to support own practice. | |

|  |
| --- |
| **3D. Key/transferable skills** |
| **Learning outcomes:** | |
| D1: Ability to respond to professional and practical requirements of the fashion industry.  D2: Engage successfully in team tasks under direction recognising diversity.  D3: Employ awareness and self reflection for review of own work.  D4: Employ information skills to source, navigate, select and retrieve information from a variety of sources.  D5: Usefully articulate and communicate ideas and information in visual, verbal and written forms. | |

|  |
| --- |
| **Please insert here title(s) of exit award(s) at Level 4, if applicable** |
| **Certificate of Higher Education in Fashion Production and Business.** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme Structure - LEVEL 5** | | | | | |
| **Compulsory modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** | **Optional modules** | **Credit Points** |
| Apparel Design 2  Fashion Business 2  Fashion Marketing 2  Fashion Materials 2  Garment Technology 2  Pattern Construction 2    Total | 20  20  20  20  20  20  120 | Yes  Yes  Yes  Yes  Yes  Yes | All modules are delivered over the course of the full academic year | There are no optional modules | n/a |

**Intended learning outcomes at Level 5 are listed below:**

|  |
| --- |
| **Learning Outcomes – LEVEL 5** |
| **3A. Knowledge and understanding** |
| **Learning outcomes:** | |
| A1: Apply and analyse knowledge and understanding of a design process appropriate for fashion including trends and forward planning.  A2: Apply and analyse knowledge and understanding of the business practices of fashion organisations.  A3: Apply and analyse materials and technologies to underpin ideas, concepts and practices.  A4: Apply and analyse knowledge and understanding of sustainability in the fashion value chain. | |

|  |
| --- |
| **3B. Cognitive skills** |
| **Learning outcomes:** | |
| B1: Generate ideas and creatively solve problems independently and/or collaboratively in response to set briefs and/or self initiated activity.  B2: Value the research process by selecting appropriate materials from a variety of research methods and sources.  B3: Consolidate and extend learning in appropriate contexts. | |

|  |
| --- |
| **3C. Practical and professional skills** |
| **Learning outcomes:** | |
| C1: Apply skills in a variety of techniques and processes appropriate to fashion design and manufacture.  C2: Utilise developed computer software skills in the process of designing for fashion and manufacture.  C3: Apply entrepreneurial skills to support own practice and the practice of others. | |

|  |
| --- |
| **3D. Key/transferable skills** |
| **Learning outcomes:** | |
| D1: Employ self management skills to successfully set goals, manage workloads and meet deadlines.  D2: Select and utilise team working skills and engagement with diversity.  D3: Analyse information and experience, through reflection, review and evaluation.  D4: Employ information skills to source, navigate, select, retrieve, synthesise and manage information from a variety of sources.  D5: Purposefully articulate and communicate ideas and information coherently in visual, verbal and written forms. | |

|  |
| --- |
| **Please insert here title(s) of exit award(s) at Level 5, if applicable** |
| **Diploma of Higher Education in Fashion Production and Business.** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme Structure - LEVEL 6** | | | | | |
| **Compulsory modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** | **Optional modules** | **Credit Points** |
| Fashion Production Development  Creative Business Practice  Fashion Investigative Study  Total | 40  40  40  120 | No  No  No | All modules are delivered over the course of the full academic year | There are no optional modules | n/a |

**Intended learning outcomes at Level 6 are listed below:**

|  |
| --- |
| **Learning Outcomes – LEVEL 6** |
| **3A. Knowledge and understanding** |
| **Learning outcomes:** | |
| A1: Synthesise and evaluate knowledge and understanding of historical, social, cultural and economic context for fashion and textiles, including legal, ethical and regulatory frameworks that affect fashion and textiles production, distribution, circulation and consumption.  A2: Synthesise and evaluate knowledge and understanding of the business practices of fashion organisations.  A3: Synthesise and evaluate materials and technologies used to present, promote and effect ideas, concepts and practices.  A4: Synthesise and evaluate knowledge and understanding of sustainability in the fashion value chain. | |

|  |
| --- |
| **3B. Cognitive skills** |
| **Learning outcomes:** | |
| B1 Generate ideas independently and/or collaboratively in response to set briefs and/or self-initiated activity.  B2: Value the research process by gathering and selecting appropriate materials utilising a variety of research methods and sources.  B3: Apply, consolidate and extend learning by relating skills from other areas. | |

|  |
| --- |
| **3C. Practical and professional skills** |
| **Learning outcomes:** | |
| C1: Innovate and employ developed creative skills and knowledge in a variety of techniques and processes appropriate to fashion design and manufacture.  C2: Utilise, experiment and present creative work using appropriate technologies in the process of designing for fashion.  C3: Apply resourcefulness and entrepreneurial skills to support own practice or the practice of others. | |

|  |
| --- |
| **3D. Key/transferable skills** |
| **Learning outcomes:** | |
| D1: Employ self management skills to study independently or collaboratively, set goals, manage workloads, meet deadlines and anticipate and accommodate change.  D2: Interact effectively with peers, staff and external agencies evidencing benefit from diversity.  D3: Evaluate and utilise reflective skills for effective practice.  D4: Independently generate ideas and solutions and articulate and communicate them coherently in visual, verbal and written forms.  D5: Employ critical awareness to source, analyse and critique relevant information and experience. | |

|  |
| --- |
| **Teaching, Learning and Assessment Strategies** |
| Level 4 - Foundation and Orientation  The learning and teaching strategies used in Level 4 provide students with an introduction to the concepts, skills and knowledge associated with the subject area. Students can access guidance and support from tutors during teaching sessions but are also expected to use independent study time to develop their skills further. Verbal and written formative feedback opportunities are scheduled to provide students with a clear indication of their progress. Students can use formative self and peer evaluation to help them to develop their evaluative abilities.  Level 5 - Development and Exploration  The learning and teaching strategies used in Level 5 encourage students to take a more active involvement in their personal development. Students are provided with opportunities to extend their subject knowledge and associated skills and to study specific areas in greater depth focusing on enquiry, research, development and realisation. Throughout Level 5, work related learning, such as assignments developed by industry, enable students to develop their professional practice and experience of working in a commercial context. Increased levels of formative self and peer evaluation help students take more responsibility for their learning.  Level 6 – Consolidation and Expertise  In Level 6, students undertake a range of intellectually challenging work involving in depth study, which helps them to consolidate their prior experience, knowledge and skills to a higher level of expertise. There is a focus on self initiated projects and the development of the ability to plan and manage their own learning. Students are expected to work with a considerable degree of independence and to exercise effective analysis, evaluation and professional practices. Specialist tutors will give students guidance throughout Level 6 to provide a structured and supportive learning environment, promoting a manageable level of student autonomy. The individual negotiated student initiated Fashion Investigative Study module is undertaken within the module framework to assist students in the realisation of their aspirations as independent practitioners and is characterised by a high level of independent learning, critical thinking, communication and organisation.  Timetabled Teaching Sessions  Student timetables indicate the teaching sessions that have been arranged for students across the modules that they are studying and are available on the College App. Within the teaching sessions, students will take part in a variety of activities that will help them to learn and develop as appropriate to each module and assignment. Specific learning and teaching strategies used in teaching sessions can include:   * Demonstrations - practical and workshop based activities * Self/peer and tutor reviewed activities - covering a range of learning * Tutorials - for appraisal and development as an individual * Lectures - formal and informal * Enhancement activities - visiting speakers, educational visits, workshops   Independent study  In addition to teaching sessions, the development of skills and knowledge requires extra individual input defined as independent study. Although this does not appear on the timetables it is an important part of the learning hours required for each module.  It is the student’s responsibility to make good use of independent study time. Specialist facilities can be accessible if a member of staff is timetabled for student supervision and there is capacity within the facility. It is advisable that students access the specialist workshops where possible to develop their skills with materials, equipment and processes. The College opening times and access to resources are intended to provide extra opportunities for students to benefit from their studies and to achieve their goals. Also, the Learning Resource Areas gives students greater opportunity to access digital and print based resources on Campus.  Assignments  A strategy based on practical and/or written work, ranging from staff initiated activities at Level 4 and leading progressively to increasingly student led activities at Levels 5 and 6.  Live Assignments  An assignment negotiated between a tutor and a relevant external agency, providing an opportunity for students to work within the constraints of a commercial brief. Live assignments can also include competitions and awards.  Projects  An activity initiated by students in which the emphasis is on student centred learning. The tutor acts as a supervisor, negotiating the choice of topic with students and supporting them throughout the project, which can be undertaken on an individual basis and/or in groups.    Lectures  A structured presentation of ideas, concepts and content knowledge by academic staff and visiting lecturers to groups of students, followed by feedback, questions and answers.  Academic Tutorials  A meeting with an academic tutor or tutors either to discuss the progress of students work on a formative basis, or to give summative feedback about their achievement in individual modules. Academic tutorials mostly take place on an individual basis.  Group Critiques  These involve all students in presenting and discussing work with tutors, peer group and possibly external project sponsors within a module, giving students the opportunity to evaluate and respond to feedback.  Workshops  Specific activities within specialist modules that provide the skills required for assignments and will be delivered by tutors. Technical and practical skills are developed in a range of techniques, processes and materials relevant to the student’s area of study – design, pattern making and garment construction.  Educational Visits  Educational visits to a range of external venues provide opportunities for you to broaden your field of research and knowledge related to your area of study. You will be given information about your programmes planned educational visits throughout the academic year.  **Assessment Strategy**  Assessment is entirely by course work and relates directly to the intended learning outcomes as stated in the module specifications. It is our intention that assessment should not merely be the submission of finished work for grading but an active learning opportunity.  Formative assessment  Extensive use is made by tutors of formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the programme. All the activities identified in the Methods of Learning Glossary (above) offer opportunity for formative tutor assessment. There will be 4 timetabled opportunities throughout the year for formative assessment and formative feedback. Please refer to the Assessment Schedule to see the weeks in which Formative Assessment and Feedback will take place.  Peer assessment requires students to place themselves in the role of the assessor and make judgements, based on the assessment criteria, about the strength and validity of their own and others work. It facilitates the student to develop more than just a surface understanding of others work and develops critical and evaluative skills.  During and/or at the conclusion of learning involving briefs set by externals formative feedback will be sought and should be submitted alongside the other work required to inform the summative assessment. Where possible, externals will be asked to be part of the summative assessment process. However, summative assessment decisions and grades will be made entirely by the tutor assessors.  Summative assessment  Each module is assessed separately. Summative assessment both provides a measure of the students achievement and gives them regular feedback on how their learning is developing.  At every Level of the programme students will be provided with a Module Handbook which contains information about the individual modules they will be studying. This includes what they are expected to learn within each module; the work that they must submit; how it will be assessed and the deadline for submitting their work for assessment.  A range of assessment methods are utilised to ensure that the programme learning outcomes are achieved. They include portfolios of practical work and design development, reports, verbal presentations with visual aids (group and individual), as well as essays, dissertations or projects in the final year. Most modules have 2 separate assessment submissions of specified weighting.  All assessments are based on the policy that a 20 credit module should amount to approximately 4,000 words of assessment. Each module will contain information regarding content and word count. The equivalent assessed practical work should require a post learning development time of 8 timetabled hours where access to facilities is guaranteed.  Students will receive a final mark for each module in the form of a percentage, which is recorded on their formal record of achievement (transcript). **All assessment components within each module must be passed in order to be able to progress to the next level and in order to achieve a final degree classification**. On successful completion of the Honours degree programme, students will be awarded a degree classification based on their module marks. The final classification is determined using all module marks at Levels 5 and 6 using the algorithm set by the Open University. Further information on progression, awards and classifications are available to students via the VLE.  Feedback on Assessed Coursework  Students are informed of the form of feedback, what they can expect from feedback, how to receive and give feedback and what to do with their feedback. Students are encouraged to view feedback as ongoing to enhance their professional as well as academic progress. Students can expect to receive feedback three weeks after submission of a formative assessment, unless otherwise stated on the assessment schedule. The form of feedback will normally be written comments plus an indication of the level of achievement by verbal feedback in a one to one tutorial. |

|  |
| --- |
| **Please insert here title(s) of exit award(s) at Level 6 if applicable** |
| **The full award is the BSc Hons Fashion and Business; successful achievement of modules totaling less than 120 Credits at level 6 will result in a statement of achievement being added to the HEAR / Diploma Supplement a Higher Diploma of Higher Education.** |

|  |
| --- |
| 1. **Support for students and their learning.**   *(For apprenticeships this should include details of how student learning is supported in the work place)* |
| The BSc Fashion Production and Business 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 Organisational Quality Assurance Manager holds responsibility for managing and monitoring the delivery and quality assurance of the suite of Higher Education programmes within the College.    Upon arrival, an induction programme will introduce students to the staff responsible for the course, the fashion facilities, the Library and IT facilities and additional support available. Students will be provided with the Programme Student Handbook, which provides detailed information about the programme. All students enrolled on a full-time course have a personal tutor, who provides advice and guidance on academic matters.    In addition to teaching sessions, the development of skills and knowledge requires extra individual input defined as independent study. Although this does not appear on timetables it is an important part of the learning hours required for each module. Specialist facilities can be accessible if a member of staff is timetabled for student supervision and there is capacity within the facility.    To enable students to study flexibly, at their own pace and to allow for review and reflection, much teaching material will be made available for students through the VLE. Outside of timetabled hours, staff engage with students via the VLE and College email.  The College subscribes to online resources to assist the students in their learning. These include WGSN, Drapers, Just Style, Vogue (online), Mintel, MarketLine and Lynda.com. Studentsare also able to access e-books and other e-resources to facilitate and support independent learning, outside of timetabled classes.  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 where desktop computers are available with the general and specialist software that supports the courses taught on their course. Students can also securely connect their own laptops and mobile devices to the Eduroam network.    The College Student Support department provides advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi faith facilities.    Students can avail of the Belfast Met Scholarship Trust, to help support their learning and employment opportunities. Each year Belfast Met students are invited to compete for a limited number of scholarships, which will provide financial support for talented students to gain leading edge experiences beyond their normal course of study. Fashion degree students have been very successful in obtaining scholarships since the inception of the Scholarship in 2006-2007. Fashion students have used the funding to attend part time courses at other leading educational and fashion institutions such as the London School of Fashion, Central St Martins in London and the Fashion Retail Academy in London, in subjects such as fashion journalism, tailoring and shoemaking. Students have also used the Scholarships to help them on summer internships in England, Republic of Ireland and the USA, or to attend the leading trend show *Premiere Vision* in Paris.    Level 4 and 5 students can apply to the “Study USA” Programme and if successful can spend their 2nd year of the programme studying business at a university in the USA, before returning to complete final year.  Again, the department has had great success in this programme and 6 students since 2010 have been successful in their application to the programme and studied business at various universities throughout the USA, including, New York, Kentucky and Indianapolis.    The Belfast Metropolitan College has a dedicated Centre for Inclusive Learning and Development, which offers support, advice and guidance to all learners and prospective learners. The Centres role is to enable students with a disability, diagnosed learning difference or medical condition to access their chosen course of study in a manner, which empowers the student to fully participate in the experience.  Support is given in the form of guidance, needs assessments, assisted funding applications, support review meetings and the following specific support where practicable: special exam arrangements, equipment and assisted technological solutions, personal support e.g. inclusive learning assistants, note-takers, sign language, interpreters/communication support workers, learning mentors and one to one orientation. |

|  |
| --- |
| 1. **Distinctive features of the programme structure**   Where applicable, this section provides details on distinctive features such as:   * where in the structure above a professional/placement year fits in and how it may affect progression * any restrictions regarding the availability of elective modules * where in the programme structure students must make a choice of pathway/route |
| BSc Fashion Production and Business is only available as on a full-time basis, normally studied over three years.  The programme is structured around three themes: **design, technical and business.** The study of these will enable students to balance their interest in designing and making fashion products, with an understanding of the commercial and management context. The curriculum has been designed in consultation with employers to support students who want to pursue a career in the fashion industry. The programme facilitates students to develop core transferable skills to prepare them for a wide range of employment opportunities on graduation and/or to continue in Level 7 education.  Industry talks take place throughout the year and have included Company speakers from businesses and organisations such as Tailored Image, Douglas and Grahame,  Hunter Apparel, Apt Fabrics, Cooneen Textiles, Attune Clothing, Invest NI and The Society of Dyers and Colourists, Tailored Image, WGSN and Mintel.  Key aspects of the programme are shaped by:  Education for Sustainable Development (hereafter referred to as ‘ESD’) is an interdisciplinary approach to learning that covers the integrated social, economic and environmental dimensions of the formal and informal curriculum.  The approach that can help staff assist graduates to value and develop the skills, knowledge and experience to contribute to an environmentally and ethically responsible society and pursue a career that reflects those values.  Integrating the use of technologies across modules in line with their development and deployment in the fashion industry. Examples include specialist software to create/digitise, manipulate and grade patterns, Adobe Photoshop/Illustrator to create/digitise and manipulate 2D design formats, use of web based research tools and presentation of written and visual work on the web, use of the web in fashion marketing. |

|  |
| --- |
| 1. **Criteria for admission** |
| The admissions process lies outside UCAS and requires direct application to the College and is subject to the College’s admission criteria. International applications will be welcomed. International students must have a sufficient command of English to meet the requirements of the programme in every aspect and are normally required to have a Grade C in GCSE English or equivalent or ELTS at 6 or TOEFL at 550+ (or 213 on the computerised test).    Upon accepting an offer to enroll on the course, applicants will attend an informal interview with tutors to ensure the course is right for them and to set the standards for the course. |

|  |
| --- |
| 1. **Language of Study** |
| The course is taught entirely in English. |

|  |
| --- |
| 1. **Methods for evaluating and improving the quality and standards of teaching and learning.** |
| The College also has specific committees which have responsibility for monitoring, evaluating and enhancing quality, these include:   * The Centre for Curriculum Quality Assurance and Performance Development * HE Quality Forum * HE Co-ordinators Forum * Monthly Performance Review Process * The Governing Body and its Curriculum, Quality and Engagement Committee     Students also have regular opportunities to provide feedback on the course in terms of delivery, resources, learning resources and so forth, these include:     * One to one meeting with their Personal Tutor to review progress, agree actions and to work on an Individual Work Plan. * Student Rep Process – each class appoints class reps who will take issues and concerns raised by their Peers to the Student/Staff Consultative Meeting and the Student Rep meetings with Senior Management. * Module Evaluation and Course Evaluation. * National Student Survey. |

|  |
| --- |
| 1. **Information about non-OU standard assessment regulations (including PSRB requirements)** |
| The course management processes of the programme follows:  Regulations of validated programmes of the Open University.    There are no PSRB links to the programme. |

|  |
| --- |
| 1. **Changes made to the programme since last (re)validation** |
| On consultation with industry links, the main change to the programme will be the introduction of digital 3d software. Clo3d will ensure our students have the knowledge and skills of a 3d design programme to future proof their understanding of the wider fashion industry. Clo3d is being adopted by more and more businesses and is set to be an essential part of the design, marketing and presentation process for businesses who want to work towards a circular fashion economy. We want to ensure our students are ahead of the competition in terms of skills and sustainable practices.  The BSc Hons Fashion Production and Business had a difficult run considering the impacts of Covid-19 over an extensive period of its existence. The first student enrolment and staff teaching experience started in September 2018; to date neither have not had a complete experience of the programme as it was envisaged. Delivery and student experience have been impacted as have the facility for “normal” enhancements to the student experience, including the deployment of live briefs.  The EE for the Academic Years 2018-2022 confirmed that the programme strengths were evident in its current form and would continue to be viable and valuable with modification that improved assessment and continued to engage in normal developments of the wider student experience.  The approach has therefore been taken to make considered changes to the existing programme with focus on a few main areas;   * Updating and enhancing assignments on consultation with employers and industry experts * Updating content to align with current industry practices * Introducing new digital software, Clo3d, to future proof the skills of graduates * Rationalising and updating reading lists |

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

# Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing () particular programme learning outcomes.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Level** | **Module** | **A1** | **A2** | **A3** | **A4** |  | **B1** | **B2** | **B3** |  | **C1** | **C2** | **C3** |  | **D1** | **D2** | **D3** | **D4** | **D5** |  |
| 4 | Apparel Design 1 | X |  | X |  |  | X |  |  |  |  | X |  |  | X |  |  |  |  |  |
| Fashion Business 1 |  | X |  |  |  |  |  | X |  |  |  | X |  |  |  |  | X |  |  |
| Fashion Marketing 1 |  | X |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  | X |  |
| Fashion Materials 1 |  |  | X | X |  |  | X |  |  |  | X |  |  |  | X |  | X |  |  |
| Garment Technology 1 | X |  |  | X |  |  |  | X |  | X |  |  |  |  |  | X |  | X |  |
| Pattern Construction 1 |  |  | X |  |  |  |  | X |  | X |  |  |  | X |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Module** | **A1** | **A2** | **A3** | **A4** |  | **B1** | **B2** | **B3** |  | **C1** | **C2** | **C3** |  | **D1** | **D2** | **D3** | **D4** | **D5** |  |
| 5 | Apparel Design 2 | X |  |  | X |  | X |  |  |  |  | X |  |  |  | X | X |  |  |  |
| Fashion Business 2 |  | X |  |  |  |  |  | X |  |  |  | X |  | X |  |  |  |  |  |
| Fashion Marketing 2 |  | X |  |  |  |  | X |  |  |  |  | X |  |  |  |  | X |  |  |
| Fashion Materials 2 |  |  | X | X |  |  |  | X |  | X |  |  |  |  |  |  |  | X |  |
| Garment Technology 2 |  |  |  | X |  |  |  | X |  | X |  |  |  | X |  |  |  |  |  |
| Pattern Construction 2 | X |  |  |  |  |  |  | X |  | X |  |  |  |  |  |  |  | X |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Level** | **Module** | **A1** | **A2** | **A3** | **A4** |  | **B1** | **B2** | **B3** |  | **C1** | **C2** | **C3** |  | **D1** | **D2** | **D3** | **D4** | **D5** |  |
| 6 | Fashion Production Development | X |  | X |  |  | X | X |  |  | X | X |  |  |  | X | X |  |  |  |
| Creative Business Practice |  | X | X | X |  | X |  | X |  |  |  | X |  |  |  |  | X | X |  |
| Fashion Investigative Study |  | X |  |  |  | X | X | X |  |  |  | X |  | X |  |  |  | X |  |

# Annexe 3 - Curriculum mapping against the apprenticeship standard

# Not Applicable

**Annexe 2: Notes on completing programme specification templates**

1. **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.
2. – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
3. – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
4. – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
5. - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
6. - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
7. – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.