Template C4

Programme Specification

Title of Course: *BA Fashion*

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Version number	10
Faculty	Kingston School of Art
Cross-disciplinary	
School	Design School
Department	Fashion
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BA Fashion
Exit Award(s) and Title(s):	Cert (HE) Dip (HE) BA (Ordinary)
Course Code *For each pathway and mode of delivery*	USFAS1FAS45
UCAS code *For each pathway*	W231 (4 years full-time including 'with professional placement' year)

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Department of Fashion, The Design School, Kingston School of Art, Knights Park
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 years full-time, 4 years 'with professional placement'
Maximum period of registration:	Full-time - 6 years full-time, 8 years 'with professional placement'
Entry requirements	The preferred entry route for this course is for applicants to be taking a Foundation Diploma in Art & Design, or the recognised equivalent. Applicants will need a minimum of 128 tariff points from recognised Level 3 qualifications such as A-levels, BTECs, and IB. Plus GCSE (score 9-4): five subjects including English and Maths (Key Skills and Functional Skills Level 2 may be used in lieu of GCSE English and Maths). Offers will be made on the basis of your UCAS application, portfolio of work and interview for selected applicants. Additionally A score of 6.0 overall with a minimum of 5.5 in each element in the British Council IELTS Academic English Test, or 80 TOEFL or equivalent is required

	for those for whom English is not their first language.
	Mature Applicants Applications are welcomed from mature students (aged over 21) who can demonstrate, through portfolio/written work and relevant experience, that they have developed the required cognitive and technical skills through their life experiences. **Recognition of Prior Learning** Credits held from a previously undertaken degree course, HND/C or the equivalent UK or overseas qualifications, may enable the student to apply for exemption from part of a course and/or enter directly onto other levels. Exemptions will depend on the level and subjects that have been previously studied. The course particularly welcomes applications from students from a wide range of backgrounds in addition to the traditional feeder routes, and adopts an inclusive approach to learning and teaching, and that the Faculty recognises diversity as a key driver of creativity. The course actively seeks applicants who are passionate about their subject and whose previous qualifications have adequately prepared them to succeed at degree level.
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	**N/A**
Approved Variants:	None.
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

- To provide a specialised education in fashion to students from a wide range of backgrounds and professional expectations.
- To create a supportive and stimulating learning environment to enable students to develop their individual creativity, visual and critical awareness in design, analysis and problem-solving, research and professional practice.
- To enable students to explore innovation, acquire the knowledge, and develop specialist and transferable skills appropriate for contemporary fashion design practice.
- To emphasise individual, collaborative and interdisciplinary work undertaken within the studio and other appropriate environments within society.
- To develop the progressive understanding of the contexts which influence fashion and to promote an awareness of the historical and theoretical context within which contemporary practice has evolved, and to foster a creative dialogue between theory and practice, at an appropriate level.
- To develop an understanding of creativity within a commercial industrial context.
- To equip students to pursue their chosen career pathways through professional practice, related employment or further study or research.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A4	Demonstrate a comprehensive understanding of the fashion cycle from trends to production	B6	Adopt a professional and outward facing and self-critical approach to their work.	C2	Produce patterns flat/draping and toiles for wovens and knit from design development work.
A3	Function effectively as a member of a collaborative team with problem solving skills in the practice of design and its associated practical and technical issues.	B5	Research and present creative, practical and written work, which is self-initiated and in response to set topics.	C1	Develop project management, leadership and organisational skills.
A2	Express an understanding of contemporary fashion within the industry and specifically market levels.	B4	Articulate the process of resolving design problems from research and analysis through design development to presentations.	C3	Develop technical skills integral to design including cutting, knitting and making
A1	Demonstrate an understanding of the influences of fashion within social, cultural and historical contexts.	B1	Respond to a design brief with reference to the changing demands of the industry and the appropriate market research and problem solving skills in order to produce new, forward thinking and modern work in the field.		
		B2	Recognise and employ creative and original thought in the resolution of design problems.		

		B3	Develop an innovative and personal approach in response to design issues relevant to the market.		

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline Programme Structure

This programme is offered as a full field in full-time and 'with professional placement' modes and leads to the award of BA (Hons) Fashion. Entry is normally at Level 4 with a BTEC Foundation Diploma in Art & Design following A Levels or Extended National Diploma. We do not encourage transfers from a similar programme internally or externally as the course is intense and requires each Level to be delivered within the Fashion department

There is the option of a 'with professional placement' year to be undertaken between Levels 5 and 6, through a work experience module, which is assessed as a pass/fail i.e. is not graded, and therefore does not contribute to the overall degree classification, but is indicated as an additional item (pass/fail) on the student's final transcript. It is credit-rated (120 credits for the 36 week period) and subject to completion with a pass. Passing the work experience module is compulsory for the conferment of the award in the 'with professional placement' mode. Failure of this module will normally result in the student being assessed for the non--'with professional placement' award.

Study Abroad and Erasmus Exchange programmes
Fashion exchanges include the best courses in Paris, Berlin, Munich, Dudsseldorf Amsterdam, Milan, New York, San Francisco, Toronto, Seoul and Hong Kong. Students study for up to 6 months and take part paid part funded internships for 6 months.

E1. Professional and Statutory Regulatory Bodies
Not applicable

E2. Work-based learning
Work placements are delivered as paid internships in response to global companies who offer a competition as part of the project briefs. Students also gain placements at UK companies from projects submitted from Professional Practice briefs in Level 5. Students are also offered placements leading up to London Fashion Week with

designer labels on non-contact days with LFW as part of the timetable. Students also have the option of taking the 'with professional placement' year option (see p2 above).

E3. Outline Programme Structure

Levels 4 and 5 are made up of four modules each worth 30 credit points. Level 6 houses the 60-credit capstone module, and 2 x 30-credit modules. Typically, a student must complete 120 credits at each Level. The programme is part of the University's Undergraduate Regulations (UR). All students will be provided with the University regulations and an online Course Handbook. Full details of each module will be provided in module descriptors and student module guides.

BA Fashion

Level 4							
BA Fashion							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Design Process 1	FN4004	30	4	1&2			
Design Product 1	FN4005	30	4	1&2			
Design, Style & Image: Themes in Fashion History	HA4104	30	4	1&2			
Professional Practice 1	FN4002	30	4	1&2			

Exit Awards at Level 4

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Fashion.

Level 5							
BA Fashion							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**

Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Critical Issues in Fashion: Research & Practice	HA5107	30	5	1&2			
Design Process 2	FN5001	30	5	1&2			
Design Product 2	FN5003	30	5	1&2			
Professional Practice 2	FN5002	30	5	1&2			

Exit Awards at Level 5

Level 6 requires the completion of all modules.

Level 6							
BA Fashion							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Design Process 3	FN6001	30	6	1&2			
Final Major Project	FN6004	60	6	TY13		3	
Future Skills Apply	AX6001	15	6	TB2		3	
Independent Research Project in Critical and Historical studies	HA6104	15	6	TB1		3	

Exit Awards at Level 6

E. Teaching, Learning and Assessment

 The Design School promotes and sustains a distinctive pattern of teaching and learning practices. Teaching and learning strategies have developed in close relation to the design subjects, disciplines and the creative industries. The ways in which students develop knowledge and understanding of their subject is equally distinct, with a strong emphasis being placed on the management of increasingly complex studio based practical design projects. Although the nature of the design project is that of a holistic design experience the aims of the modules are distinct in the practical project

undertaken by the student and as such are assessed individually and collectively in relation to the modules' aims.

In addition, students are strongly encouraged to develop their own informed and creative approach, taking into account contemporary research, current industry and design practices. This is achieved through the teaching philosophy in the School, which highlights the importance of knowledge of the contemporary and future design context and through awareness of the forces and issues that influence society and industry to meet the needs of present and future generations.

Strategically, the course is structured to allow students to explore and develop an understanding of Fashion design **principles** through the level 4 modules. The nature of the modules provides for the increasing complexity of projects as the student develops as they navigate through the level and the 'theme'. This concept is reflected in level 5 in which the Fashion design **processes** are characterised and level 6 in which the students Fashion design **practice** is personalised and contextualised.

The teaching and learning of practical design projects incorporates:

- Analysis of the project brief, research and insight gathering in to the 'theme' or objective and subsequent problem finding for problem solving.
- Analysis of context.
- Tools and strategies for design thinking and the design process.
- The promotion of workshop practices and creative material usage and manipulation.
- Teaching communication and presentation tools and techniques.
- Teaching digital tools for design and realisation
- Tutorials, lectures, seminars and workshops
- Developing students ability to confidently communicate orally
- Project reviews and crits to promote peer project discussion and debate.
- Encouraging within students' self-reflection and self-criticism in relation to a sustainable design practice.

The continual and iterative nature of the design process requires a structured process of formative assessment and feedback through the use of studio tutorials, reviews and group critiques. Summative assessment in levels 4 and 5 for each element of assessment and formal feedback is provided following review of the submitted/presented project work. Summative assessment of level 6 modules occurs at the end of teaching block 2 through the submission and exhibition of appropriate project work; typically a major practical design project/s and the capstone project. The capstone project helps the students reflect on the knowledge and skills they have acquired during their course.

The delivery of modules will be by means of lectures, seminars, workshops, group critique, individual tutorials, demonstration, projects, briefings, study visits, peer learning, independent learning and study skills.

- *Lectures* - A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.

- *Seminars* - Seminars normally consist of structured student-led or staff-led presentations followed by discussion. The seminar is usually based upon a topic, which has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.

- *Group Critique* - Commonly known as Group Reviews. On these occasions a group of students and members of staff and, if appropriate, invited guests from industry will discuss the work of one or more students who are present. Group crits can take place in studios or students' work place, if appropriate; the work to be discussed might alternatively be more formally exhibited. Discussion of this kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Crits also provide an invaluable form of self-appraisal, since the student will not only receive individual oral feedback, but will indirectly learn by means of the discussion centered upon the work of other members of the group.

- *Tutorials* - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support project initiatives, and to guide and facilitate further independent creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.

- *Demonstration* - This often involves the first introduction to a material, technology, process, technique or equipment not previously experienced by a group of students. It is intended to make students aware of the potential and characteristics of the 'subject', and it is not intended that every student will necessarily go on to learn and apply the skills or knowledge.

- *Study Visits* - By definition, a study visit will involve traveling to strategic venues of interest which may vary from visits to galleries and museums or to course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students learning experience as they provide the opportunity to see examples of design and industry in multiple 'real life' contexts.

- *Capstone Project* - A capstone project is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student's academic career at university. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers.

- *Projects* - The term 'project' is used in two ways. Set projects consist of a set of objectives and procedures, which are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project

usually has a strict deadline. Students also devise their own projects (self-initiated briefs). This kind of project comprises a body of work which reflects the specific interests of the student and which may be developed over a period of time, which is agreed between the individual student and a member of the academic staff.

- *Briefing* - A briefing takes place to make known and explain specifics of projects; theme, aims & objectives, learning outcomes, timetable etc.

- *Peer Learning* - A vital component of teaching and learning practices of the design courses. The work of the course is largely studio based, and thus enables students to take notice of each other's work and discuss issues informally. Peer learning also takes place through other activities such as group crits and seminars.

- *Independent Study* - It will be recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self-initiated, lead to the development of individual portfolios of work in the later stages of the course and for entry into the student's individual choice of career.

- *Guided Learning* - During project work a student may be scheduled for a taught session, but be expected to stay and work on the project for the entirety of the day, this can be referred to as guided learning or supervised study. Guided learning can enable access to technical and academic staff, as well as supporting the development of personalised learning, and can enable access to the studio. The studio provides a natural and readily available environment for peer-to-peer learning and group work, we encourage our student to engage with studio practice as part of the learning and teaching available at KSA.

- *The VLE (Virtual Learning Environment)*/**CANVAS** - is an online environment that aims to make the most effective use of a range of virtual teaching and learning tools. The School is involved in the development of online materials to support course, School and Faculty content. The aim is to develop a flexible set of virtual resources demonstrating skills, processes and methods valuable for enhancing creativity and knowledge throughout the Design School. Additionally the VLE seeks to enhance communication, a sense of community and inter course discussion and debate.

- *End of Year Show* – The sponsored Fashion Show with portfolio event, reception and exhibition typically at Graduate Fashion Week (GFW) are selected highlights conceived to enable students to demonstrate critical self-selection and creative ambition in relation to a strategically acknowledged graduate or professional audience or sector. The fashion shows, however, are not assessed.

- Additionally, the student-led show typically held in Kingston town enables all final year students who have passed to take part in a professional standard fashion show
- Kingston won the GFW stand award in 2017 recognised for being professional and industry focused
- At the end of Level 6 the shows reflect the individual students' highest achievements at the completion of the course.

- **LinkedIn Learning** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

F. Support for Students and their Learning

The Personal Tutor Scheme

Aims of the Design School Personal Tutor Scheme
1. To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
2. To provide a holistic overview and guidance for individual study and the development of personal practice.
3. To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
4. To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

Key Features of the Design School Personal Tutor scheme
- Personal Tutors will be allocated at the beginning of the academic year.
- The introductory/welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key/stages in the academic year.
- Students will keep the same personal tutor throughout each year: level 4, 5 and 6.
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

The Design School employs permanent staff members to lead levels 4, 5 and 6. The permanent nature of the staff affords them substantial and visible presence for students across all levels and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of HPL staff with project-related skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

Level 4:
- Teaching block 1: minimum of 3 1:1 meetings
- Teaching block 2: minimum of 2 face-to-face meetings (may be group or 1:1)
- Wrap-up email at the end of the academic year

Level 5:
- Welcome back and year planning meeting, 1:1
- End of teaching block 1: email contact or 1:1
- Wrap-up email at the end of the Academic year

Level 6:
- Welcome back and year planning meeting, 1:1
- End of teaching block 1: email contact or 1:1
- Wrap-up email at the end of the Academic year

Students are also supported by:

Studio Structure
All courses within the Design School place the studio at the heart of the learning support experience. The studio is both a physical environment and a design education ethos. It affirms course and student identity with each course owning its own dedicated studio space(s) and each course level (undergraduate) its own studio within this. The typical developmental curriculum journey from principles to processes to practices may be mapped to individual studio experiences. The studio provides a natural and readily available environment for peer-to-peer learning and group work. It also accommodates 1:1 contact and individual learning. A strategic programme of lectures, seminars and workshops supports the studio learning experience.

Workshop Structure
The diverse range of Faculty workshop spaces provide an integral resource to support studio learning. They are an extension of the studio space but equipped with particular, specialist facilities. The workshops are a primary means of facilitating connections with external partners.

Staff Structure
The staff support structure maps to the studio system. Course Leaders under the direction of the Head of Department coordinate all levels and studios within a course with each level having dedicated studios with access to specialist knit studios and technical sampling areas. Undergraduate courses have individual Level or Year Leaders who provide a consistent point of student contact. They are operational figureheads who work together with staff teams through module leaders and visiting Hourly Paid Lecturers (HPLs) to deliver the appropriate learning and teaching experience. Staff monitor this experience across each level or stage of a course, moving from an explicit to implicit role in students' development, enabling students to learn how to learn and become more progressively independent. Dedicated technicians provide support in technical areas within the department and in the

dedicated Fashion workshops and faculty 3D Workshop, Digital Media Workshops (DMW) and Photography in conjunction with the academic staff teams.

Infrastructure
The School adopts an infrastructure of learning support means beyond the immediacy of academic courses. These broadly divide into key mechanisms (course facing egg. NSS) and enhancement opportunities (student facing eg. Erasmus), including:

- Up to date knowledge of relevant University systems and procedures
- Student Office with a dedicated Course Administrator
- Academic Success Centre that provides academic skills support for Undergraduate and Postgraduate students
- Student Achievement Officer who provides pastoral support.
- NUS (National Union of Students)
- Union of Kingston Students
- University's Mentoring Scheme
- RPCL (Recognition of Prior Certificated Learning) / RPEL (Recognition of Prior Experiential Learning) processes
- NSS (National Student Survey)
- Staff/Student Consultative Committee (SSCC)
- Board of Study (BOS)
- Annual Monitoring
- Erasmus Exchange programmes
- Information on Scholarships and Bursaries
- Alumni and Graduate Experience
- Language Support for international students
- Support for students with Disabilities
- Careers and Employment Services
- Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments
- Information Services, including the Library Resources Centres
- Personal Tutor Scheme

G. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including MEQs (Module Evaluation Questionnaires), Level Surveys and the NSS
- Moderation policies
- Feedback from employers

H. External Reference Points

External reference points which have informed the design of the course. These include:
- PSRB standards
- QAA Subject benchmarks
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6			
		FN4002	FN4004	FN4005	HA4104	FN5002	FN5003	FN5001	HA5107	FN6004	HA6104	AX6001	FN6001
Knowledge & Understanding	A4	S											
	A3		S		S	S			S				
	A2					S							S
	A1	S	S	S	S			S	S				S
Intellectual Skills	B6	S				S	S						S
	B5					S							S
	B4		S				S						S
	B1					S	S						S

Practical Skills												
	B2	S			S		S					S
	B3				S		S					S
Practical Skills	C2		S		S	S						
	C1				S							S
	C3		S		S	S						

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Additional Information