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**Programme Specification**

**Title of Course: BA (Hons) Fashion**

**Date Specification Produced: November 2012**

**Date Specification Last Revised: August 2019**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | **BA (Hons) Fashion** |
| **Awarding Institution:** | **Kingston University** |
| **Teaching Institution:** | **Kingston University** |
| **Location:** | **Department of Fashion,**  **The Design School,**  **Kingston School of Art, Knights Park** |
| **Programme Accredited by:** | **N/A** |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

BA Fashion at Kingston, is an internationally renowned flagship course currently ranked 2nd in the world in the Business of Fashion global school rankings, which was established as a key provider for industry ready students by its founder. Professor Daphne Brooker was the first educator to bring in projects from industry to support the course through fabrics sponsorship and prize money. This legacy and unique practice has continued over the years and expanded to the United States where 2nd year students benefit from fully sponsored internships often leading to graduate design positions. Destinations for graduates from this established and focused course are international and sought after with graduates often competing with students at Master’s level for the same positions.

The course enables and supports aspirational students to reflect the complexities of the fashion industry through the dedication and direction of staff who are experts in their field. Undergraduates will develop through the three demanding and varied levels of the course to become fully rounded design practitioners with creative portfolios and a background of relevant skills across 2D and 3D design. Aspects of the course include key areas of design through research, drawing, design development and presentation. These core elements are enhanced by design-related areas such as photography and styling, concept and trend, fashion illustration and promotion across all levels. Teaching and learning at each level is holistic and specialist areas of expertise in knitwear or menswear are developed by the student as they progress through the course. The students are taught by a varied team of core staff of educators who are research active and with specialist backgrounds and their own businesses in the fashion industry. They are also supported by highly skilled practitioners and technicians who provide them with expertise in creative cutting, tailoring, garment manufacturing, digital knitwear and printing .

Sustainable Design is delivered by concept designer Dr Noki as a group project and has been exhibited at Esthetica at LFW, Canada House and Spitalfields Market.

Students’ learning is enhanced by visiting lecturers and guest speakers who are current practising designers from industry within the Professional Practice modules across all levels. Professors Iain R. Webb , Caryn Franklin OBE and Todd Lynn also contribute to the course Kingston’s alumni who include many design directors within large brands are key to current students’ learning through their involvement in projects, paid internships and graduate destinations and talks about their varied careers.

The in-house Benenden Costume Collection dating from the 1750s to present day is a key resource and working archive for students in the department.

Students engage in group projects with live briefs and are involved in peer and self-assessment, which prepares them for team working within the industry on graduation. Role playing and self-promotion techniques are used to prepare the graduates for the competitive field they will be entering. Within the final year of their study, students will have completed their ‘capstone’ project which is a culmination of their learning in a self-promotional outcome that presents each graduate professionally.

At every level, there are extra-curricular activities such as international visits to company headquarters, yarn fairs, mills, galleries and exhibitions are available to all students. The highlight of the year is the final year Fashion Show and reception in London, which is sponsored and attended by press and industry, in addition to our internal fashion show and degree show in Kingston.

Students from Kingston are encouraged to participate in competitions led by the British Fashion Council, Graduate Fashion Week, The Textile Institute and Pitti Filati in Florence and many have been prize winners.

Some graduates take the opportunity to further their study at premier Master’s courses including RCA, CSM, Parsons, New School New York and Kingston, however most will gain employment upon graduation from this course.

The Critical and Historical Studies (CHS) element of the degree is a three-year programme of study tailored to support students’ development as practitioners and researchers, and more closely explore the links and tensions between history, theory and practice. Over the three-year programme of CHS, there is a move from the general to the particular that culminates in the independent dissertation project, with key concepts introduced at Level 4 and reframed and more deeply theorized at Levels 5 and 6. Study visits and links with studio practice projects are key to the delivery

**UK Work Placement Year**

Kingston School of Art also offers the possibility to the student enrolled on the 3 year BA Fashion course to take a year out on placement in the UK. The undergraduate student may choose to take an additional year between the second and final year of study (4 years study total) to be spent in the UK on 36 weeks of full-time supervised work placement core to the course. It is the student’s responsibility to research and secure their own placement opportunity. However there is support available for students in the department, looking to secure a placement through the placement officer can help you find a placement through a network of established contacts with employers. In particular, first year students will get a general introduction to placement year during their Welcome Week and second year students will get specific seminars, workshops and individual meetings to be prepared to write a professional CV, cover letter and a mini portfolio of their recent works. Continuous guidance and support will be given through the application process as the placement officer will promote and circulate any suitable opportunity to you and during the entire placement year out through scheduled visits and meetings.

At Level 4, modules are designed to provide a solid grounding in historical themes and issues relevant to the student’s discipline. Key skills are delivered through a supporting programme of external workshops and via Canvas. At Level 5, discipline-specific modules emphasise the theorisation of contemporary practice, the pursuit of students’ own emerging research interests and the development of independent research skills that cross history/theory and practice. This student-led research culminates at Level 6 in the Dissertation: Research and Reflection that enables students to develop a particular topic in relation to the pressing themes in their own practice, consolidate critical and analytical skills, and enable reflection on their relationship to the wider contexts in which they will continue to work.

1. **Aims of the Programme**

* 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.

1. **Intended Learning Outcomes**

The programme outcomes are referenced to the QAA Code of Practice in Higher Education, including the subject benchmarks for Art & Design and History of Art, Architecture and Design, the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

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| **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:** |
| 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. | C1 | Develop project management, leadership and organisational skills. |
| A2 | Express an understanding of contemporary fashion within the industry and specifically market levels. | B2 | Recognise and employ creative and original thought in the resolution of design problems. | 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. | B3 | Develop an innovative and personal approach in response to design issues relevant to the market. | C3 | Develop technical skills integral to design including cutting, knitting and making |
| A4 | Demonstrate a comprehensive understanding of the fashion cycle from trends to production | B4 | Articulate the process of resolving design problems from research and analysis through design development to presentations. |  |  |
|  |  | B5 | Research and present creative, practical and written work, which is self-initiated and in response to set topics. |  |  |
|  |  | B6 | Adopt a professional and outward facing and self-critical approach to their work. |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

**D. Entry Requirements**

The minimum entry qualifications for the programme are:

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.

**E. Programme Structure**

This programme is offered as a full field in full-time and sandwich mode, 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 sandwich 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, the student will receive a ‘Certificate of Industrial Experience’. Passing the work experience module is compulsory for the conferment of the award in the Sandwich mode. Failure of this module will normally result in the student being assessed for the non-sandwich 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 sandwich 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.

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| **Level 4 (all core)** | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Design Process 1 | FN4001 | 30 | 4 | 1&2 |
| Professional Practice 1 | FN4002 | 30 | 4 | 1&2 |
| Design Product 1 | FN4003 | 30 | 4 | 1&2 |
| Design, Style & Image: Themes in Fashion History | HA4104 | 30 | 4 | 1&2 |

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

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

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| **Level 5** | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Design Process 2 | FN5001 | 30 | 5 | 1&2 |
| Professional Practice 2 | FN5002 | 30 | 5 | 1&2 |
| Design Product 2 | FN5003 | 30 | 5 | 1&2 |
| Critical Issues in Fashion Research & Practice | HA5107 | 30 | 5 | 1&2 |

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.

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| **Level 6** | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Design Process 3 | FN6001 | 30 | 6 | 1&2 |
| Final Major Project | FN6004 | 60 | 6 | 1&2 |
| Dissertation: Research & Reflection | HA6101 | 30 | 6 | 1&2 |

Level 6 requires the completion of all modules.

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| **Optional Sandwich year** | | | | |
|  | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Certificate of Industrial Experience | n/a | 120 | n/a | 1&2  (36 weeks) |

Students on the Sandwich year will receive a Certificate of Industrial Experience for satisfactory completion of the required placement module.

**F. Principles of 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 ‘Crits’. 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 isagreed between theindividual 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.

**G. 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

**H. 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

**I. Employability Statement**

All courses in The Design School address the issue of employability through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners.

This ethos of professionalism is planned and delivered through the course curriculum at all levels. Delivery of employability is staged and structure via student progression through and across course levels so that students are effectively equipped for the world of work on their graduation from the course. As a result of our courses’ active engagement with employability at all levels, our graduates go on to a varied range of paid graduate internships within design and design positions across the international creative industries at all levels of the market including:

* Acne
* Alexander McQueen
* All Saints
* Artek
* ASOS
* Bamford
* Boden
* Burberry
* Chanel
* Chloe
* COS
* Dior
* Donna Karan
* Givenchy
* Hugo Boss
* H&M
* Jack Wills
* JLP
* Pringle
* Pull & Bear
* Max Mara
* Mulberry
* Puma
* Old Navy
* River Island
* Stella McCartney
* Toast
* Tom Ford
* Top Man
* Victoria Beckham
* ZARA

Occasionally students might go on to a buying programme or become stylists, concept designers, editors or creative pattern cutters, but predominantly they gain employment as fashion designers.

On completion of the course students will have completed a capstone project, a dissertation and constructed a strategic portfolio. The capstone project helps the students reflect on the knowledge and skills they have acquired during their course. In conjunction with the portfolio students are required to develop an appreciation of the knowledge, skills and understanding sector employers require and present and demonstrate them accordingly.

Preparation for employability is delivered by the course by live sponsored projects from international and national companies with fully paid internships (see indicative list below):

* ASOS London
* GAP NY
* Old Navy , San Francisco
* Urban Outfitters , Philadelphia
* H&M ,Stockholm
* Tommy Hilfiger ,Amsterdam
* Inditex( Zara /Pull & Bear ) Spain

Students also assist designers leading up to London Fashion Week.

**Professional Practice**

In addition to sponsored projects by international companies students in Level 5 will engage in a series of talks by external specialists and practitioners from which they will select a brief to produce a project for a UK based company. The series covers different aspects of the fashion industry i.e. retailing, styling, knitwear, tailoring, plus size, home shopping to enable a deeper understanding of career opportunities on graduation. To prepare for industry, students will be involved in workshops about CV writing and interview techniques as a valuable learning tool in preparation for final year. The professional practice tab on Canvas will highlight which skills are to be delivered through each module.

Final year students may also engage in competitions set by The British Fashion Council, which leads to graduate internships.

* Recruitment agencies are actively involved and promote the course.
* In Design and Denza International will visit Kingston’s portfolio days to pre select graduates and sign them onto their books.
* Inditex (Zara) will recruit before the students graduate by setting a project and flying the graduates over for interviews.
* The Kering Group pre-selected on their visit to KSA
* Students are prepared through Professional Practice 2 to write CVs, covering letters, produce projects to mail or e-mail and practise interview techniques.
* Professional Practice 3 will encourage graduates to promote and publish their work, produce websites and look books in conjunction with Graphic Design and Photography students in Level 6.
* The online graduate site Arts Thread will visit to instruct uploading onto the site and to give an insight into securing the first job on graduation.

**J. Approved Variants from the Undergraduate Regulations**

None.

**K. Other sources of information that you may wish to consult**

**QAA Subject Statements**

Art & Design

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16>

History of Art, Architecture & Design

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-of-art-architecture-and-design-17.pdf?sfvrsn=dc98f781_14>

**Kingston University website**

<https://www.kingston.ac.uk/undergraduate/>

**Course Page**

<https://www.kingston.ac.uk/undergraduate-course/fashion/>

**Development of Programme Learning Outcomes in Modules**

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

|  | | | **Level 4** | | | | **Level 5** | | | | **Level 6** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module Code** | | FN4001 | FN4002 | FN4003 | HA4104 | FN5001 | FN5002 | FN5003 | HA5107 | FN6001 | FN6004 | HA6101 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S | S | S |  |  | S | S |  | S |
| A2 |  |  |  |  |  | S |  |  | S | S |  |
| A3 | S |  |  | S |  | S |  | S |  | S | S |
| A4 |  | S |  |  |  |  |  |  |  |  |  |
| **Intellectual Skills** | B1 |  |  |  |  | S | S |  |  | S |  |  |
| B2 | S |  |  |  | S | S |  |  | S | S |  |
| B3 |  |  |  |  | S | S |  |  | S |  |  |
| B4 | S |  |  |  | S |  |  |  | S |  |  |
| B5 |  |  |  |  |  | S |  |  | S | S |  |
| B6 |  | S |  |  | S | S |  |  | S | S |  |
| **Practical Skills** | C1 |  |  |  |  |  | S |  |  | S | S |  |
| C2 |  |  | S |  |  | S | S |  |  | S |  |
| C3 |  |  | S |  |  | 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.**

**Course Diagram – BA (Hons) Fashion**

**Level 4 Level 5 Level 6**

**Teaching Block 1&2 Teaching Block 1 & 2 Teaching Block 1&2**

Design Process 3

FN6001 30

Design Process 2

FN5001 30

Design Process 1

FN4001 30

Final Major Project

FN6004 60

Professional Practice 1

FN4002 30

Professional Practice 2

FN5002 30

B\*

Design Product 2

FN5003 30

Design Product 1

FN4003 30

Dissertation: Research and Reflection

HA 6101 30

HA6101 30

Design, Style & Image: Themes in Fashion History

HA4104 30

Critical Issues in Fashion: Research & Practice

HA 5107 30

HA5107 30

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s)** | BA (Hons) Fashion |
| **Intermediate Award(s):** | Cert (HE)  Dip (HE)  BA (Ordinary) |
| **Minimum period of registration:** | 3 years |
| **Maximum period of registration:** | 6 years |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Art & Design  History of Art, Architecture & Design |
| **Modes of Delivery:** | Full time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Design |
| **Department:** | Fashion |
| **UCAS Code:** | W230 |
| **Course/Route Code:** | UFFAS1FAS02 (Full-time)  UFFAS1FAS01 (Exchange year)  UWFAS1FAS01 (Sandwich year with study)  USFAS1FAS01 (Sandwich year with no study) |
|  |  |