

PROGRAMME SPECIFICATION

1. Awarding institution/body	The University of Worcester
2. Teaching institution	The University of Worcester and Worcester College of Technology
3. Programme accredited by	N/A
4. Final award	FdA
5. Programme title	FdA Fashion and Surface Pattern
6. Pathways available	Not applicable
7. Mode and/or site of delivery	Worcester College of Technology and the University of Worcester
8. Mode of attendance	Full Time and Part Time
9. UCAS Code	WJ24
10. Subject /Professional Benchmark statements	Art & Design March 2008. Foundation Degree Qualification Benchmark Statement, October 2004
11. Date of Programme Specification preparation	March 2009. Updated December 2010
<p>12. Educational aims of the programme</p> <p>The course aims are that students will:</p> <ul style="list-style-type: none"> • perform effectively and creatively in the practice and theory of fashion and surface pattern; • understand and critically evaluate the relationships between theoretical issues and practices both within fashion and surface pattern and within the related industries; • develop intellectual, practical, creative and other transferable skills appropriate to their future employment or further levels of study. <p>The educational aims are to:</p> <ul style="list-style-type: none"> • develop students' creative, imaginative and problem-solving skills; • develop students' analytical skills alongside their practical work; • encourage the exploration and development of practical and perceptual skills in both the work place and the educational environment; • provide students with the opportunity to apply skills and knowledge from work-based learning to their academic studies; • develop research and academic skills that enable students to evaluate information gathered through work place learning and academic study; • develop an understanding of the industry and the industrial processes; • provide students with the basis for Further academic development, specifically progression opportunities to BA(Hons) in Art & Design programmes and beyond; • equip students with the ability to explore their potential, and increase their awareness and self-confidence. <p><i>Scope and Characteristics of the FD Fashion and Surface Pattern Course:</i></p> <p>The Course aims to provide students with the necessary skills and subject knowledge to perform effectively within the work place and at higher educational levels. Thus, the Course is designed to allow progression opportunities for FE students wishing to develop specialist skills suitable for employment in the fashion and surface pattern industries and who need to gain a higher level of</p>	

education. Work-based learning is embedded into the course through the use of on-line mentoring by specialists within the industry, feedback from using specialist software, and opportunities for placements in relevant work related areas. Students will be given the opportunity to bridge the gap between employment and education whilst developing specialist, industry-specific ICT skills. The focus within the taught components will be on developing specialist practical skills that are demanded by the industry and that have been identified as specific skills shortages within the industry.

13. Intended learning outcomes and learning, teaching and assessment methods

The intended learning outcomes for FdA Fashion and Surface Pattern are embedded into the teaching and learning of the course. Through project-based enquiry, working independently and in learning teams, students engage in reflexive, creative and critical knowledge acquisition. The majority of modules are skills-based and investigative, introducing and developing a solution-focused approach that enables students to demonstrate a synthesis of creative, conceptual and visual thinking. These are evidenced in the range of delivery modes (practical, demonstration, seminars, lectures, tutorials, visits and work-based learning contexts), and in the range of assessment modes (practical submissions, learning journals, learning reports, essays, presentations and the development of a coherent portfolio of work). The Learning Outcomes of the modules are taken from the generic outcomes descriptors that have been used to represent the Intermediate level within the FHEQ by the Foundation Degree Qualification Benchmark Statement.

Key aspects of the design of the overall teaching and learning strategy for this Foundation Degree include:

- The embedding of work-based learning in modules using industry standard software;
- The utilisation of on-line mentoring and e-learning;
- The use of reflective practice to identify strengths and shortcomings;
- The assessment of work-based learning outcomes;
- Facilitation of the Work based & Practice Learning module (45 credits);
- Trips, visits, exhibitions, competitions and 'live' projects;
- The Final Show.

Authentic and innovative work-based learning forms an integral part of the design of this Foundation Degree programme. The aim is for the learning to be a two-way process, where the learning at College or University is applied to a work-based learning environment and the learning in the work-place is then re-applied to the course. Work-based learning elements are linked throughout the course through the achievement of defined and related learning outcomes. This will be supported through:

- modules using specialist industry software that will simulate 'real-world' working scenarios within the context of a work-based learning environment;
- modules with specifically designed sample on-line assignments set by industry specialists using industry-specific tasks, technologies and research;
- module learning outcomes that ensure students engage with their on-line mentor;
- the Professional Practice Module;
- the Work based & Practice Learning module (45 credits).

Knowledge and Understanding

On successful completion of the course, students will be able to:

- understand and evaluate the changing industrial context out of which fashion and surface pattern emerges;
- contextualise their work within the contemporary world of fashion and surface pattern;
- understand and evaluate the relationships between theory and practice;
- understand the cultural, social, historical and technical context in which fashion and surface pattern are embedded;

- understand and apply appropriate technological skills to their work;
- Understand and apply different approaches to developing project work
- understand and apply appropriate research and analytical skills within their work.

Subject Specific skills

On successful completion of the course, students should be able to:

- understand, evaluate and apply appropriate market research methodologies;
- develop an understanding of the importance of ongoing research and self-development;
- understand, evaluate and apply practical skills at a professional level appropriate to the industry;
- develop a range of skills and knowledge of their industry;
- organise and source material required for the development of their project;
- develop an in-depth knowledge of their industry;
- understand the scope and limits of their knowledge and how this impacts on their ability to analyse and interpret their work and that of others;
- apply their knowledge and skills at a professional level appropriate to the industry;
- understand and apply Health and Safety regulations within their work and practice;
- use a range of technologies to develop designs and projects;
- understand and work effectively within a professional working environment.

Generic/Transferable skills

On successful completion of the course, students should be able to:

- research both practical, methodological and conceptual information which entails the location, collation and evaluation of material;
- reflect on and evaluate their own progress and the progress of others;
- present work professionally;
- work both independently and co-operatively with others;
- take responsibility for own and others' work schedules;
- continue self-development;
- meet deadlines and prioritise work;
- understand and work effectively within an industrial environment;
- apply knowledge within their work and practice;
- apply and adapt technologies within their work and practice.

Core Student Qualities Skills Checklist

Core Skills	How are they developed on the module
1. Problem Solving	Practical projects, workshops and learning journal
2. Research Skills	Seminars, presentations, written and practical projects + learning journal
3. Communication	Visual, oral and written skills developed through seminars, presentations, learning teams, on-line mentoring, learning reports, and learning journals
4. Analysis	Writing a critical analysis of an art work, learning report, learning journal and learning teams
5. Reflection and Self-Assessment	Learning report, learning journal and learning teams. self and peer group assessments
6. Planning and Time Management	Meeting deadlines for assessments and interim project work. Keeping learning journal

7. Information Technology	Library visit, website analysis and using the internet and library network to find books, journal articles etc for projects, use of Moodle and on-line mentoring
8. Team work	<p>Learning teams develop skills in:</p> <ul style="list-style-type: none"> • managing group interaction; • negotiating roles and responsibilities; • critical awareness through peer group assessment; • empathy and understanding of others from different social and cultural backgrounds.

Learning and Teaching

Each module states a range of learning and teaching methods used for its delivery; these are commensurate with the University of Worcester Learning and Teaching Strategy and with the Foundation Degree Qualification Benchmark for Intermediate level. These include:

- Work-based learning in a variety of settings
- Opportunities to apply your skills and knowledge in an appropriate work context
- On-line mentoring support
- Tutorial support and feedback on assessments from industry specialists
- Workshops in a range of technologies and practices
- Seminars and student-led presentations
- Individual and group tutorials
- Keynote lectures from tutors and visiting speakers/designers
- Group work based on projects
- Employer-led project based activities or use of 'live' projects
- Self-directed study
- Learning journals
- Learning Reports
- Technical files
- E-learning (through the use of Moodle, email)
- Visits to industry, trade fairs etc
- Gallery visits

Learning and teaching methods will be kept under review to ensure that as wide a range of methods as possible is being used in order to enhance the opportunities for students to learn.

Assessment methods

In the field of Fashion and Surface Pattern students experience a wide range of assessment practices that enable them to develop the full range of academic knowledge, skills and practical skills within their chosen area(s). All practical modules have a final practical project supported by formative smaller briefs or project tasks and other projects throughout the taught section of a module. The process of assessment for the final project includes a mandatory formative peer assessment, a Learning Journal, Learning Report and other supporting documentation.

14. Assessment Strategy

The Fashion and Surface Pattern programme offers students a range of assessment experiences enabling students to develop a wide range of skills. These include:

- Formative minor projects (unmarked)
- Project tasks set by your on-line mentor (evidence used in summative assessment)
- Summative major project supported by a learning journal and learning report (marked)
- A mandatory peer group assessment (formative)

Formative minor projects:

Built into the structure of the programme are a range of formative minor projects that enable students to move progressively towards an independent mode of study that is developed through the final summative practical project. These enable students to test out skills, ideas and the processes required to synthesise these in a supportive environment with tutor guidance and on-line mentoring. Feedback via tutorials enables the student to understand the issues raised and to focus on specific areas to develop. While these minor projects are unmarked, they are part of the processes necessary for building up skills and ideas, and form the basis on which the final project will be built.

Summative Major Project:

The summative major project marks the culmination of the skills, processes and ideas that have developed out the taught element of the module. This is supported by a learning journal, a learning report and formative peer group assessment.

Learning Journal:

This is a reflective document that:

1. enables students to record and reflect on ideas for, and thoughts on new skills developed;
2. facilitates the learning experience;
3. supports understanding;
4. develops critical thinking and the development of a questioning attitude.

The learning journal will form the backbone of the student's evidence and analysis of the new skills acquired during the module and how these may be used in relation to their own visual practices. Students are encouraged to keep these for each module and to begin them right at the beginning of each module. Students are provided with clear guidelines on the production and maintenance of these documents in their first year and it is stressed that they are an important learning tool for reflective and cognitive thinking, and provide the basis for subsequent analysis, synthesis and evaluation which will be presented in the form of a learning report.

Learning Report:

This is a summative document that draws on the analysis, evaluation and thinking that has been recorded in the Learning journal. It provides an overarching reflection on the student's development throughout the module and on all the processes that have gone into the construction of the final project. To enable students to focus their reports each module will contain a question related to the learning outcomes. Guidelines are provided through tutorials, worksheets and the field Student Handbook.

Peer Assessment:

The formative peer assessment is mandatory for all modules and occurs in weeks 11 – 12. It involves students in their learning groups listening to, and critically engaging with a presentation by one of the group on their choice of project topic and mode of communication. Students will take it in turns to give the presentation and the rest will provide verbal, constructive criticism, commentary and feedback via the project/module assessment profile sheet.

Online mentor feedback support

All evidence gathered through the online mentor support activities and tasks can be used as starting points for the reflective practice elements of the Professional Practice Module in Semester 3. To ensure the quality of the online mentor support facility all dialogue and online activity between student and mentor will be monitored by the course leader. The online mentor support facility will provide an opportunity for students to triangulate the learning that takes place within the modules, with their subject specialist tutor, the online mentor and their own experiences as they relate their understanding to both a teaching and an industry/ employer perspective.

Technical files

In modules relating to Surface Pattern, students will keep a technical file to keep annotated records of different print and fabric samples.

15. Programme Structures and Requirements

The award structure for the Foundation Degree in Fashion & Surface Pattern programme is set out in the table below. Students who complete the required 120 credits at Level 4 and 120 credits required at

Level 5 will graduate with the award, 'Fashion & Surface Pattern'. Those students who complete the 120 credits at Level 4 only will graduate with the award CertHE 'Fashion & Surface Pattern'.

LEVEL 4

Semester	Module Code	Module Title	Credits (Number)	Status Mandatory (M) Optional (O)	Prerequisites (Code of Module required)
1	ARTD1005	Critical and Contextual Practice	15	M	None
1	FDFP1002	Pattern Construction	15	M	None
1	FDFP1003	Printed Textiles	15	M	None
1	FDFP1004	Computer Applications in Fashion and Surface Pattern	15	M	None
2	ARTD1004	Drawing	15	M	None
2	FDFP1006	Surface Pattern	15	M	None
2	FDFP1007	Garment Construction	15	M	None
2	FDFP1008	Computer Aided Design and Manufacture for Fashion and Surface Pattern	15	M	None

LEVEL 5

Semester	Module Code	Module Title	Credits (Number)	Status Mandatory (M) Optional (O)	Prerequisites (Code of Module required)
1	ARTD2008	Critical and Contextual Practice 2	15	M	ARTD1005
1	FDFP2010	Pattern Development	15	M	FDFP1002
1	FDFP2011	Printed Textiles Development	15	M	FDFP1003
2	FDFP2013	Surface Pattern Development	15	M	FDFP1006
1	ARTD2009	Professional Practice	15	M	None
2	FDFP2015	Work Based & Practice Learning	45	M	None

The programme is designed to allow students to progress directly into the 3rd year of a University BA (Hons) in Art & Design, which can be completed in one year (full-time) or 18 months part-time.

16. QAA Academic Infrastructure

The Foundation Degree in Fashion & Surface Pattern is reference to the FDQB/FHEQ in terms of the aims, Learning outcomes, curriculum design, assessment patterns and course delivery. It also makes use of the QAA Code of Practice with particular reference to the sections on Work-based learning and Collaborative provision.

A foundation degree confirms that the holder has acquired relevant technical knowledge and practical skills, and will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context;
- effectively communicate information, arguments and analysis in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context;
- undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations.

And have:

- qualities and transferable skills necessary for employment and progression to other

qualifications requiring the exercise of personal responsibility and decision making;

- the ability to utilise opportunities for lifelong learning.

The FdA Fashion and Surface Pattern Course has also been specifically designed and developed to reflect the University's [Curriculum Design Policy](#) and, within all aspects of the teaching, learning and assessment, takes into account all the relevant criteria as set out in this document.

17. Support for students

Throughout their period of study students are supported by the Art and Design team at WCT. Students are offered a range of intellectual, practical and pastoral support through a system of personal and academic tutoring.

- Fashion & Surface Pattern students experience a wide variety of teaching and learning e.g. lectures, group work, workshops, learning teams.
- Continuous assessment process designed to provide students with constructive, formative feedback.
- One week induction programme
- Course Handbook and the University's Student Handbook
- Information for students on the subject intranet pages, WCT Moodle and when attending modules at UW, students can access SOLE (Student Online Environment) pages
- On-line access to 'Athens' data base and e-journals
- All students have a personal tutor who guides completion of the PDP and offers general pastoral and academic support and guidance.
- Library induction and information skills workshops
- Opportunities to acquire feedback on your work and progress from an on-line mentor from industry in modules across the programme.
- Opportunity to develop specialist software skills that have a direct relevance to industry standards.
- Opportunities to work with employers and industry specialists.
- Opportunities for further study.
- Study skills support within the subject area and separately by the Disabilities and Dyslexic Unit
- Library, IT, Media and Print support provided by the Learning Resource Centre (LRC) via induction and study guides.
- Comprehensive range of recommended books supporting each module available in the LRC.
- Student representation on programme committee to address programme-wide issues.
- Student representation and social networking via Students' Union.
- Technical support is provided by technicians in each department.
- Career planning is supported by mandatory module ARTD2009 Professional Practice and by the University's Careers Service.

Worcester College of Technology is committed to promoting diversity and equality of opportunity for all students and staff as expressed in our mission statement, the Colleges' Strategic Plan and Core Values, and through its gender, disability and race equality schemes. Our Single Equality Scheme [SES] represents our commitment to ensure that we transform the chances for all.

<http://portal.wortech.ac.uk/PaD/Equality%20Diversity%20Disability%20and%20Social%20Cohesion/Forms/WebFldr.aspx>

18 Admissions Policy, Criteria and Procedures

Admissions Policy for the course

Candidates for the course will be school and college leavers with A level and/or equivalent achievements; mature students with an interest in the subject area and in full or part time employment in fashion and surface pattern related industries; or those who are reviewing their career plans, having experienced

redundancy or lack of progression within their working life.

WCT is committed to widening participation and encouraging diversity in the student population.

General admissions requirements of the programme are as follows:

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 1 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Admissions procedures

Full-time applicants apply through UCAS (WJ24)

Part-time applicants apply directly to Worcester College of Technology.

There are opportunities for applicants to visit the Art and Design Department at WCT and talk to appropriate staff at various stages in the recruitment process.

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

All applicants will be invited to a portfolio interview where the course leader and relevant tutors will consider their suitability for the course before being offered a place on the programme. In the case of students applying from abroad, this is adapted using electronic methods of interviewing; eg. A CD-ROM or DVD of work or PowerPoint presentation of work sent electronically plus an example of written work.

19 Methods for evaluating and improving the quality and standards of teaching and learning

- a) Annual Monitoring Review of the subject area (C-SAR)
- b) External examiner's report
- c) Student evaluation of each module
- d) Biannual subject staff and student committee considers student feedback
- e) Peer observation of teaching staff
- f) The University's Learning and Teaching Committee and the Learning and Teaching Centre promotes good practice in learning and teaching across the institution
- g) Research carried out by the department into supporting students with disabilities
- h) National Student Survey

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	120 credits at Level 4 or higher
Foundation Degree FdA	120 credits at Level 4 and 120 credits at Level 5

Institute Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate. The Department of Art, Design and Media has a formal policy for internal and external verification and moderation of marking which meets the requirements of the University's Assessment Policy.

21 Indicators of quality and standards

- Ofsted inspection report June 2009 graded the Art & Design Department at WCT as Grade 2
- WCT holds the Investors in People Kitemark 2008
- WCT staff development encourages staff to share best practices and to attend staff training in learning and teaching
- Well qualified staff with specialist knowledge of the field
- External Examiners commented on the excellence of teaching that demonstrated good practice
- Good staff relations with readily accessible staff and college-wide pastoral sensitivity and care

UW has overall responsibility for the quality and standards of this FdA programme. Indicators of quality and standards relating to the University include:

- In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education. The University will be audited next in 2011.
- External Examiner's reports highlighting the excellent teaching of the department, positive features included;
- A challenging educational experience to which students respond positively and enthusiastically
- The transparency of the Assessment Criteria which was perceived as best practice
- The use of learning groups and peer assessment was considered exemplary
- Some excellent teaching demonstrating good practice
- The integration of practical, critical and conceptual skills within course

- Good staff relations with readily accessible staff and college-wide pastoral sensitivity and care

The University of Worcester also has the Investors in People Kitemark which was renewed in 2008. Learning and Teaching is of central importance to the development of best practices in this field. At present the department is engaged in a partnership research project with the University of the Arts London, exploring the student experience of those who come with, or develop mental ill health difficulties. Funding has been provided by ADM-HEA and by the in-house Learning and Teaching fund for the Institute of Humanities and Creative Arts.

22 Career Opportunities & Links with Employers

The Foundation Course in Fashion & Surface Pattern has been designed specifically to provide students with the requisite skills for employment within the industry. The 45 credit Work-based & Practice Learning module in the final Semester of the course and the emphasis on work-based learning throughout, ensures that students are actively engaged in understanding how they can adapt their skills to the world of work. Industry-specific software is available on this Foundation Degree and tasks will simulate 'real-world' working scenarios within the context of work-based learning environments. Learning Outcomes in specific modules have been designed to ensure students are supported by their on-line mentor using industry-specific tasks, technologies and research.

The culmination of the final year's work is exhibited in a Final Show, which is part of the 45 credit Work-based Practice Learning module which students have to manage in terms of curating and publicising. Students are encouraged to undertake live projects, national competitions, showcase events and liaise directly with employers and industry specialists during this module to ensure the currency of their work.

Fashion and Surface Pattern Career Paths:

- Pattern Cutter
- Fashion Designer
- Surface Pattern Designer
- Print Designer
- CAD Designer/Technician
- Start own business
- Freelance Designer/Agent
- Interior Design
- Photo Stylist
- Further Study

Links with Employers

During the development of this Foundation degree programme, the course team consulted with a range of local and regional employers about the skills, qualification and training requirements in the industry. Foundation degrees are intended to provide students with the knowledge, understanding and skills that employers need and in order to achieve this it was important that employers were involved in the writing of this course. Many also expressed interest in being involved in the future development of the course and with offering students work-based learning opportunities, projects, placements, work experience and in providing a supportive learning environment.

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 module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- The Course Handbook

- QAA Quality Assessment Report
- Website at: <http://wortech.ac.uk> and follow the links to the Art & Design pages
- Moodle and SOLE pages