

PART B - PROGRAMME SPECIFICATION FOR HULL COLLEGE GROUP CURRICULUM PROVISION

INTRODUCTION

This programme specification should be aligned with the learning outcomes detailed in the module specifications.

The expectations regarding student achievement and attributes described by the learning outcome in section D must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

In section D, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section D should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

A. Overview/ factual information	
1.	Programme/award title(s)
	FD Fashion and Textiles
2.	Date of Validation
	2018
3.	Date of Revalidation
4.	Total credit points for the award
	240
5.	UCAS Code
	FTD 1
6.	Programme start date
	Sept 2018
7.	Underpinning QAA subject benchmark(s)
8.	External and internal reference points used to inform programme outcomes
	Foundation Degree Qualification Benchmark (QAA, 2010) Foundation Degree Characteristics Statements (QAA, 2017)
9.	Professional/statutory recognition
10.	Programme Mode (Full Time, Part Time or Blended Learning)
	Full time
11.	Delivery Pattern
	2 Years – Full Time
12.	Dual accreditation (if applicable)
13.	Date of production/revision of this specification

B. Educational aims and objectives

- Provide curricula, informed by external reference points, which develop a range of technical, professional, vocational, employability, transferable and key skills appropriate to the level of the award;
- Develop lifelong, independent and reflective learners;
- Widen participation in the areas of art, design, media communications and related disciplines;
- Increase access to higher education from under-represented groups in the local community;
- Produce capable and well-rounded graduates who will contribute to the skill base of the local economy and region;
- Provide a framework in which employers, partners, stakeholders and providers can collaborate to develop the curriculum;
- Enhance the employability and career prospects of students;
- Create progression opportunities for suitably qualified practitioners to access relevant postgraduate courses;
- Develop reflective skills and problem-solving techniques in applying knowledge and skills to a variety of contexts within the area of the fashion sector;
- Respond to changes in the regional labour market in the fashion and textiles sector;
- Enable students to develop transferable skills and knowledge which will enhance their contribution and develop their full potential in fields of fashion and textiles;
- To introduce students to the potential of enterprise and entrepreneurship developing business skills and acumen to prepare them for the business of Fashion & Textiles;
- To broaden students perception of the ARTS a visiting Lectures /Tutors – programme of regular a diverse spectrum artists enhances the learning experience as students acquire invaluable insights into how artists work beyond graduation and operate as practitioners within the arts industries;
- To support and develop links between their practice and progression into employment educational trips to galleries, exhibitions organisations, regionally, nationally and internationally;
- Students will learn about key approaches in fashion and textiles;
- A key aspect of the Programme is the strong emphasis on developing graduate skills which will be valued by potential employers. Employability is therefore a theme running throughout the Programme and to this end work-based experience is included in each year of the Programme.

On completion of the programme, students will have acquired the level of knowledge, understanding and transferable skills, that will enable to take full advantage of a wide range of employment opportunities in settings related to Fashion & Textiles or help them progress onto the BA(Hons) Fashion or BA(Hons) Textiles degree (top-up) programme delivered at Hull College Group in partnership with the Open University.

C. Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Upon Completion of this FD Fashion & Textiles programme, students can progress to the BA (Hons) Fashion or BA (Hons) Textiles validated by Open University. Within the degree, there are opportunities for placement and volunteering opportunities. The Faculty of Arts has employee contacts within Hull and the surrounding areas that will enable students studying this programme to receive experiential learning opportunities within BA(Hons) Fashion or BA(Hons) Textiles.

D. Programme Outcomes

1. Knowledge and Understanding (In relation to the latest set of Benchmark Statements located at <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects>)

A01	Demonstrate a knowledge and understanding of key theories, concepts and principles relevant to a specific subject area
A02	Establish a knowledge and understanding of advanced key theories, concepts and principles relevant to a specific subject area
A03	Determine the command of a range of creative and production processes relevant to their chosen subject through, for example, understanding and creative manipulation of the specific properties and conventions associated with materials and media
A04	Communicate the capacity to access, understand, evaluate and apply diverse research sources and methods in both the creative process and the work undertaken to develop contextual understanding and critical analysis
A05	Articulate effectively the ability to develop ideas through to outcomes that confirms the students ability to select and use materials and processes, using logical and lateral thinking
A06	Analyse their own learning and development needs and develop appropriate strategies as practitioners and communicators, and evaluate and reflect upon their progress towards their chosen specialisms , careers specific purposes or target audiences

Learning and Teaching Strategy

In regards to academic development, a structured methodology approach to knowledge acquisition will be applied where each student will develop their own personalised knowledge acquisition process. This will be further developed through practical sessions, directed reading, case studies, reports, presentations, reflective logs / diaries and the application of relevant research-based evidence to support practice, workshops, discussions and interactive virtual learning. This wide range of learning methods will aim to synthesise the learning experiences students will encounter during work placements throughout the duration of the programme.

2. Cognitive Skills

BO1	Analyse defined problems from a range of perspectives in order to make informed judgements
BO2	Understand, discuss, and apply established theories and arguments within their field
BO3	Source, navigate, select, retrieve, manipulate and manage information and ideas for defined purposes
BO4	Reflect upon and make critical judgements about one's own and others' work
BO5	Engage with intellectual debates in the field of fashion & textiles , constructing well-supported arguments and challenging established approaches
BO6	Generate, plan and sustain programmes of inquiry with practical outcomes

Learning and Teaching Strategy

Modes of delivery includes lectures, guest speakers from appropriate agencies/professions, seminars, group activities, workshops, debates and discussions, individual independent inquiry and analysis, web-based learning system (E-Learn) and personal tutorials. A key consideration in the programme is the role of experiential learning, where students engage in vocational activities. Learning will be encouraged through practical sessions, debates, observation, field trips as well as formal lectures and interactive seminars. Although there is written content for modules that will be followed during the teaching weeks, the students will be encouraged to develop their independent learning through guided activities in a practical setting and in workplace settings.

3. Practical and Professional Skills

CO1	Manipulate relevant equipment and software effectively
CO2	Initiate distinctive creative work and experiment with practices, forms and conventions
CO3	Acknowledge and work with creative solutions to production tasks, drawing on knowledge of relevant environments, with an awareness of professional considerations
CO4	Explore and use a range of professional software successfully
CO5	Work in an interdisciplinary environment, listening to and collaborating with others

Learning and Teaching Strategy

In each stage of the programme students will undertake experiential learning modules which will give the opportunity of experience in one or more organisations. These are key factors in helping students to develop their knowledge and skills in relation to employability, enterprise and entrepreneurship. The knowledge and skills developed whilst undertaking the work-based modules should see students developing a number of their practical and professional skills, which will be synthesised with the module content for a number of modules and also through the assessment methods for a number of modules.

4. Key / Transferrable Skills

DO1	Communication and presentation skills – articulate ideas and information comprehensibly in visual, oral and written forms which meets recognised academic conventions and standards
DO2	Self-management – Address and fulfil the demands of the modules alongside reflection on personal development needs and plans
DO3	Reasoned and critical thinking – analyse information, experiences and creative products and formulate independent judgements

2. Cognitive Skills

	about these
DO4	Communication and presentation skills – present ideas and work to audiences in a range of situations, using appropriate conventions and techniques
DO5	Self-management to work independently , set goals , manage workloads and articulate routes for personal development

Learning and Teaching Strategy

Students will be engaged through a variety of learning and teaching approaches whilst studying the FD Fashion & Textiles Design and Production Challenging and authentic tasks will be used to stretch the student’s capabilities in real world learning and assessment resulting in a deeper approach to learning. The teaching, learning and assessment methods will focus on equipping students with the skills and knowledge required to be effective and successful students. A progressive approach will be used, so that students can build on knowledge, skills and critical thinking developed at level 4 and lead to increasing levels of independence and scholarship as required at level 5.

E. Programme Structure FD Fashion & Textiles			
Level 4			
Compulsory Modules	Credit Points	Optional Modules	Credit Points
<ul style="list-style-type: none"> • Fashion & Textiles: Theories & Perspectives • Experimental Processes & Material • Visual & Digital Media • Figure, Fit & Form • Print & Construction • Self-initiated Project 	20 20 20 20 20 20		
Level 5			
Compulsory Modules	Credit Points	Optional Modules	Credit Points
<ul style="list-style-type: none"> • Fashion & Textiles: Contextualising & Theorising Practice • Processes & Material 2 • Research for Self-initiated Project • Creative Realisation of Self-initiated Project 	20 20 20 20	<ul style="list-style-type: none"> • Textiles Option: Experimental Surface Pattern • Fashion Option: Millinery & Corsetry • Textiles Option: Experimental Constructed Textiles • Fashion Option: Soft Tailoring 	20 20 20 20
Exit Award(s):			Credit Points
FD			240

F. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

This programme requires students to undertake an 80 hour placement at each level. Placements are embedded within the module **Self-initiated Project** (L4) and module **Intermediate Creative Realisation of Self-initiated Project** (L5). The placement typically should be undertaken one day per week for ten weeks in Semester Two. Students who are unable to find work placement, can facilitate this prerequisite by partaking in a live client brief or setting up an online fashion forum or blog ,to sell or receive universal feedback ,on their creativity and final products The Faculty has a large database of local and regional placements, however, students are expected to liaise directly with placement providers to arrange their placement and discuss expectations relating to learning outcomes, establishing a learning contract and completing an end of placement evaluation with their Placement Mentor. Students undertake sessions to prepare them for placement in Semester One of both levels; this includes recognising suitable placements, expected professional behaviour whilst on placement, appropriate strategies to deal with any problems on placement and confidentiality and information governance.

Both students and mentors receive a Placement Handbook which contains all the necessary information and documentation to support their time on placement. Placement experiences and what students have learned about themselves and their placement organisation will be assessed via the production of reflective portfolios in both written and digital formats.

Students are required to undertake a DBS check before they commence a placement as students may be working with vulnerable people and be expected to meet the Hull College Group standards for practice placements.

For those applicants that are already working within the discipline setting, either paid or voluntary, agreement of the organisation to support them to gain the foundation degree will be required. During the application interview, the team will confirm that the student's workplace or volunteer setting will allow the student to fulfil the programme requirements. For those applicants who are not already working within a specific discipline setting, they will be responsible for organising individual work based experiences.

G. Support for students and their learning

Students receive pastoral and academic support through the College Tutorial System which includes group and individual tutorial entitlements. Students will also be access online materials as part of their studies to further develop their own understanding during their self-directed study.

All students are allocated a named personal tutor. The tutorial process incorporates Personal Development Planning, including individual target setting, planning and progress review. Personal Development Planning is embedded in all Awards. The Library staff provides support for learners during the induction period and throughout

the programme.

All HE students have the opportunity to join the Students Union (SU) and access their facilities and support. The SU is NUS affiliated.

A Student Engagement Officer (SEO) is available to support students who may be struggling with personal and time management, attendance and who require support to make requests for mitigation or are considering suspending studies.

Support Staff

<p>Leanne Dolan</p> <p>Senior HE Quality Officer Tel:01482 598958 Leanne.Dolan@hull-college.ac.uk</p>	<p>Julia Billaney</p> <p>HE Registrar Tel: 01482 598970 Julia.Billaney@hull-college.ac.uk</p>
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H. Criteria for admission

This award subscribes to the admissions criteria and processes of Hull College Group. Students should have completed a relevant Level 3 qualification with an appropriate grade profile or a qualification in an equivalent subject and level of study.

Admission criteria: 64 UCAS points under the new UCAS Tariff from 2017.

The following minimum criteria applies:

- GCE/VCE Advanced Level and New Nationals. One 6-unit qualification at Advanced level, plus three other subjects at GCSE grade C or above (be specific about GCSE requirements for your programme).
- National Certificate/Diploma or suitable bridging course in a qualification relevant to the course chosen.
- SQA Advanced Highers. One band C Advanced Higher Pass plus three other subjects at standard grade (grade 3) or above.
- International Baccalaureate. Award of the Certificate with a minimum of 20 points.
- Irish Leaving Certificate. Three higher/honours passes at grade C
- Access courses

The following qualifications are welcomed and will be taken into consideration by the Admissions Team, but may enable entry on to the Award only in conjunction with other qualifications.

- GNVQs/NVQs or other Level 3 vocational qualifications within the relevant QCA framework
- City and Guilds qualifications at Level 3 or above
- Advanced Modern Apprenticeships with Level 3 qualifications

Applicants are not necessarily expected to have formal qualifications. For example, they may have had appropriate work experience, paid, or unpaid. Students may be admitted onto the Award on the basis of non-certificated learning this will require students to evidence this previous experience and also consider whether an application for APL (see below) could be considered.

A student may be allowed entry to the course if he/she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course. Applications are welcomed from persons who can demonstrate relevant work experience, including work in a voluntary capacity.

Accreditation of Prior Learning (APL)

The programme actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL). Accreditation of prior learning (APL) is defined as a system whereby academic credits can be awarded for previous learning that has taken place either through formal courses of study (Accreditation of Prior Certificated Learning - APCL) or in other ways (Accreditation of Prior Experiential Learning- APEL).

Additional Requirements for Entry to the Programme:

Entry directly onto Level 5 is possible either through a level 4 qualification such as an HNC Qualification or the completion of a suitable Certificate of Higher Education, prospective students will need to complete an APL/APEL claim though as soon as possible before the programme starts.

I. Language of study

Programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission may be required to provide evidence that they can communicate effectively in the English language, for example, by achieving a minimum of IELTS 6.5, or equivalent.

J. Information about assessment regulations

Summary of Assessment Requirements:

The programme adopts, in full, the College Academic Principles and Regulations. Students will be provided with a copy of the College Assessment Regulations at the point of registration for their award. Students have access to these Regulations from the point of registration for their programme.

Students are required to submit all of the appropriate assessments to Turnitin. All work will be marked electronically and grades recorded electronically once the moderation process has completed. Assignments are due on an agreed date for submission to the Faculty Board Office.

Feedback to students on assessments is provided within 20 working days of the hand in date. Students are invited to comment on this feedback; the Programme Team meetings review this as well as the process for the submission of assignments. It is important for all students to be aware that grades are not final until they have been ratified by a Board of Examiners, so any provisional grades until this point maybe subject to change.

External Examiners

External Examiners are an essential part of the College's framework for quality assurance. All approved courses leading to an award of the College must have External Examiners.

The role of External Examiners is to assure the quality of students' learning experience and ensure that they are assessed fairly in relation to other students on the same course and to all students across the College and nationally. External Examiner/adviser reports are an integral part of the College's quality assurance processes. They form part of the requirements for course annual review and in all cases course teams must demonstrate how they have responded to the views and comments made by external examiners/advisers.

K. Methods for evaluating and improving the quality and standards of teaching and learning.

This award is managed and operated in accordance with College regulations and procedures. This includes representation and input from employers who will contribute to curriculum development and review.

The following methods are used to evaluate and improve the quality and standards of teaching and learning:

- External Examiners reports
- Cohort statistics e.g. gender, ethnicity, age and disability
- Student feedback
- Module reviews
- Curriculum planning
- Course team minutes
- Quality Enhancement Plans (QEPs)
- Modifications of the course
- National Student Survey (NSS) and other surveys which are administered by the college

This award will be evaluated against the following criteria:

Benchmark alignment:

The award will be reviewed against appropriate benchmarks and professional frameworks.

Quality Improvement:

The award will be subject to peer review as part of the College quality improvement processes and will also be subject for data interpretation during the Curriculum and Quality Meetings between the Assistant Principal of Higher Education, the Quality Directorate and the Faculty Management Teams.

Student Perceptions

The award will be subject to Student Experience Meetings, module and mid-module evaluations, the NSS and other student feedback mechanisms. Student representation will be encouraged on all Committees, at a cross college level and through student representation on Course Team Meetings, HE Committee and Academic Board.

Recruitment Retention and Achievement

The award will be measured against annually agreed college targets which will be monitored through the Curriculum and Quality Meetings and also through the annual monitoring process.

L. Annexes

Annexe 1	Curriculum Map
Annexe 2	Assessment Map
Annexe 3	Programme Delivery Models

**Annexe 2 – Assessment Map
Level 4 – FD Fashion & Textiles**

Assessment Method	Fashion & Textiles: Theories & perspectives	Introduction to Experimental Processes & Material	Introduction to Visual & Digital Media	Introduction Figure, Fit & Form	Accessories for Fashion and Textiles	Self-initiated project
Essay	x					
Coursework –	x					
Construction folder		x				
Embellishment folder		x				
CAD Pen drive			x			
Visual Sketchbook			x			
Digital print project			x			
Folder of blocks and Toiles				x		
Modelling on the stand toiles and sketchbook				x		
Technical sample folder of Accessory methodology					x	
Research sketchbook					X	x
Artefact					x	
Pattern cutting & toiles folder						x
Fashion & Textiles production techniques folder						x
Fashion & Textiles realisation						x

https://www.reading.ac.uk/web/files/eia/A-Z_of_Assessment_Methods_FINAL_table.pdf

Annexe 2 – Assessment Map
Level 5 – FD Fashion & Textiles

Assessment Method	Fashion & Textiles : Contextualising & Theorising Practice	Option Textiles: Experimental Surface Pattern	Option Fashion: Intermediate Figure Fit & Form	Intermediate Experimental Processes & Material	Textiles option: Experimental Constructed Textiles	Fashion option : Advanced Techniques & Processes Fashion	Intermediate Research for Self-initiated Project	Intermediate Creative Realisation of Self-initiated Project
Essay	x							
Coursework	x							
Folder of millinery and corset blocks and toiles			x					
Millinery outcomes			x					
Corset outcomes			x					
Folder of samples				x				
Sketchbook				x				
Artefact				x				
Technical file		X			x			
Experimental samples		X			x			
Sketchbook		X			x			
Sketchbook						X		
Folder of tailoring blocks and toiles						X		
Tailoring outcomes						X		
Fashion & Textiles sketchbook collection							x	
Folder of pattern cutting and toiles								x
Folder of techniques and processes								x
Production booklet								x
Fashion or textile collection								x

https://www.reading.ac.uk/web/files/eia/A-Z_of_Assessment_Methods_FINAL_table.pdf

Full Time Delivery Model: Year 1

Semester 1	Semester 2
Fashion & Textiles: Theories & Perspectives	Fashion & Textiles: Theories & Perspectives (until Easter of Semester 2)
	Figure, Fit & Form
Experimental Processes & Material	Print & Construction
Visual & Digital Media	Self-initiated Project

Full Time Delivery Model: Year 2:

Semester 1	Semester 2
Fashion & Textiles: Contextualising & Theorising Practice	Fashion & Textiles: Contextualising & Theorising Practice (until Easter of Semester 2)
	Textiles Option: Experimental Constructed Textiles
Textiles Option: Experimental Surface Pattern	Fashion Option: Soft Tailoring
Fashion Option: Millinery & Corsetry	Research for Self-initiated Project
Processes & Materials 2	Creative Realisation of Self-initiated Project