



Faculty of Arts and Humanities

Manchester School of Art

BA (Hons) Fashion Art Direction

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes 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 provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each unit and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to verification by the Quality Assurance Agency for Higher Education

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications are updated on an annual basis to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session indicated in section 3 of the following table.

1	Date of initial Approval or last review:	29 January 2015
2	Effective date of Approved/Reviewed Programme Specification:	1 September 2015 – 31 August 2021
3	This Version effective from:	September 2018
4	Version number:	2015/Version 4

Cross Referencing of Programme Specifications

The following elements of provision included in this document is/ are also included in the following programme specifications	Award	Programme Specification
	N/A	N/A
Amendments made to provision listed in this table, must also be reflected in the relevant programme specifications listed above		

School-wide Units

All units are offered at every level of study unless indicated otherwise.

Unit	Home Programme	Also located in the following Programme Specifications
Contextualising Practice 1G4Z9901 1G5Z9901 1G6Z9901	UG Programmes in Art Theory and Practice	BA (Hons) Acting, BA (Hons) Animation, BA (Hons) Creative Multimedia, BA (Hons) Fashion, BA (Hons) Fashion Art Direction, BA (Hons) Filmmaking, BA (Hons) Fine Art, BA (Hons) Graphic Design, BA (Hons) Illustration with Animation, BA (Hons) Interactive Arts, BA (Hons) Interior Design, BA (Hons) Photography, BA (Hons) Textiles in Practice, BA (Hons) Three Dimensional Design
Contextualising Practice – 15 credits 1H4Z9902 1G5Z9902 1G6Z9902	UG Programmes in Art Theory and Practice	BA (Hons) Animation, BA (Hons) Creative Multimedia, BA (Hons) Fashion, BA (Hons) Fashion Art Direction, BA (Hons) Filmmaking, BA (Hons) Fine Art, BA (Hons) Graphic Design, BA (Hons) Illustration with Animation, BA (Hons) Interactive Arts, BA (Hons) Interior Design, BA (Hons) Photography, BA (Hons) Textiles in Practice, BA (Hons) Three Dimensional Design
Unit X 1B4Z9801 1B5Z9801 1B6Z9801	BA (Hons) Three Dimensional Design	BA (Hons) Animation – LEVELS 4 & 5 ONLY, BA (Hons) Creative Multimedia, BA (Hons) Fashion BA (Hons) Fashion Art Direction, BA (Hons) Film and Media Studies, BA (Hons) Filmmaking, BA (Hons) Fine Art, BA (Hons) Graphic Design, BA (Hons) Illustration with Animation, BA (Hons) Interactive Arts, BA (Hons) Interior Design, BA (Hons) Photography, BA (Hons) Textiles in Practice, UG Programmes in Art Theory and Practice
Placement (120 credits) Placement (60 credits) Overseas Study (120 credits) Overseas Study (60 credits)	BA (Hons) Interactive Arts	BA (Hons) Fashion, BA (Hons) Fashion Art Direction, BA (Hons) Fine Art, BA (Hons) Graphic Design, BA (Hons) Illustration with Animation, BA (Hons) Interior Design, BA (Hons) Textiles in Practice, BA (Hons) Three Dimensional Design, UG Programmes in Art Theory and Practice

Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Overarching Programme Specification Title
	<p>BA (Hons) Fashion Art Direction BA (Hons) Fashion Art Direction with Placement Year BA (Hons) Fashion Art Direction with Overseas Study Year BA (Hons) Fashion Art Direction with Placement and Overseas Study</p>
2	Brief Summary
	<p>Fashion is changing within design, culture and society, due to a series of external factors such as new digital platforms/media, and issue led issues such as sustainability. There are also changes in the lifestyle role fashion plays and how it is increasingly an exciting area for inter-disciplinary exploration. There is a need to visually communicate fashion-based concepts and this requires a new kind of designer who has a clear understanding of and experience in designing fashion concepts, who can also deal with the associated critical pathways and the practical means by which to communicate in this arena. On this new course, students will be encouraged to critically evaluate and creatively respond through making and practice to these new conditions and define their own new role within fashion.</p> <p>The course will examine the way fashion is consumed (beyond wearing it) and the opportunities this presents for developing innovative visual practice-based design work. It will develop highly creative fashion visionary individuals, with an emphasis on experimentation, engagement and exploration. Practice will be approached from broad and specialist perspectives and will explore:</p> <p>Anticipating change, trend/lifestyle analysis and the generation and development of new creative visual fashion concepts and outputs, through for example: Styling/art direction/editorial/self-publishing/digital dissemination/fashion illustration/moving image. It will do this through practice, critical analysis and analogue and digital responses. Individual and collective approaches will link with industry sectors, locally, nationally and internationally. Regular exhibitions, events and publications (analogue and digital) will be embedded in to the curriculum and situated within the specialised spaces and resources of the art school environment.</p> <p>It will fit into the departmental structure for Contextualising Practice and Unit X, which afford a unique opportunity for students to work on interdisciplinary and outward facing projects.</p>

Additionally students can opt for the 4 year 'with Placement Year', 'with Overseas Study Year' or 'with Placement and Overseas Study' award comprised of either an exchange (Overseas Study) or placement year, or a combination of exchange and placement (Placement and Overseas Study) . This year will take place after two years of study at MMU and then will be followed by a final year of Study at MMU.

3	Awarding institution	Manchester Metropolitan University
4	Home Faculty	Faculty of Arts and Humanities Manchester School of Art
5	Home Department/ School/ Institute	Design
6	UCAS/GTRR code(s)	W200
7	Framework for HE Qualifications position of final award(s)	Honours (Level 6)
8	Alignment with University Curriculum Framework	Undergraduate
9	Engagement with the University-wide Provision	Languages are available to all students on the programme through the Uniwide provision. Students can opt to take a 15 credit language option and a 15 credit Contextualising Practice Unit option instead of the 30 credit Contextualising Practice Unit.
10	Compliance with University Assessment Regulations	Undergraduate
11	Approved Variations/Exemptions from University Assessment Regulations	N/A
12	Relationship with Faculty Foundation Year	N/A

Awards

13	Final award title(s)	BA (Hons) Fashion Art Direction BA (Hons) Fashion Art Direction with Placement Year BA (Hons) Fashion Art Direction with Overseas Study Year BA (Hons) Fashion Art Direction with Placement and Overseas Study
14	Combined Honours	There is no Combined Honours provision within this programme specification

14a	<p>(i) Combined Honours Awards available eg:</p> <ul style="list-style-type: none"> • BSc/BA (Hons) AB • BSc/BA (Hons) AB and XY • BSc/BA (Hons) AB with XY <p>(ii) Single Honours Awards available through Combined Honours (ie Named Awards)</p> <p>(iii) Approved Subject Combinations administered by this Programme Specification (ie “home” combinations)</p>	N/A	
14b	Approved Subject Combination administered by other Programme Specifications	Approved Combination	Home Programme Specification & Home Dept
		N/A	
15	Interim exit awards and Subject title(s)	<p>Level 4 – Certificate of Higher Education in Fashion Art Direction</p> <p>Level 5 – Diploma of Higher Education in Fashion Art Direction</p> <p>Level 5 – Diploma of Higher Education in Fashion Art Direction with Placement Year</p> <p>Level 5 - Diploma of Higher Education in Fashion Art Direction with Overseas Study Year</p> <p>Level 5 - Diploma of Higher Education in Fashion Art Direction with Placement and Overseas Study</p>	

Arrangements with Partners

16	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
17	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

18	PSRB(s) associated with final award of any route within the programme specification	N/A
19	Date, Outcome and Period of approval of last PSRB approval/accreditation	N/A

Approval Status

20	Date and Period of approval of most recent MMU review/ approval	<p>(i) <u>Latest review/approval</u> January 2015 6 years September 2015 – August 2021</p> <p>(ii) <u>Major Modifications to Programme Specification since last review/approval</u> November 2016 – Introduction of Placement Year / Overseas Study Year / Placement and Overseas Study</p>
21	Next Scheduled Review Date:	2020/2021
22		

SECTION B - OUTCOMES

23	MMU Graduate Outcomes
<p>On successful completion of their course of study MMU graduates will be able to:</p> <p>GO1. Apply skills of critical analysis to real world situations within a defined range of contexts.</p> <p>GO2. Demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self-management.</p> <p>GO3. Express ideas effectively and communicate information appropriately and accurately using a range of media including ICT.</p> <p>GO4. Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives.</p> <p>GO5. Manage their professional development reflecting on progress and taking appropriate action.</p> <p>GO6. Find, evaluate, synthesize and use information from a variety of sources.</p> <p>GO7. Articulate an awareness of the social and community contexts within their disciplinary field.</p>	
24	Programme Rationale
<p>Recent developments in the external creative industry sector (partially because of a shared digital platform) have seen increased interdisciplinary collaboration and output. This is particularly applicable to fashion and the broadening ways, in which it is explored, designed and consumed.</p> <p>The next generation of designers are aware of a shifting perspective, from a sustainability context there is increased demand and interest in consuming fashion without wearing it. This can be</p>	

evidenced in the digital domain, in exhibitions and self-publication. An emerging international socio-political discourse, set within in a post mass-production/global manufacturing context opens up new, exciting and challenging areas for exploration and design response.

This programme would reinforce the School and department's vision for increased inter-disciplinary design collaboration (for e.g. Unit X), providing broader employability prospects and flexibility locally, nationally and globally. The programme would place a particular emphasis on the developing UK Northern regional agenda for the Creative Industries and would do this by encouraging the collective approach adopted by small creative enterprises.

It would provide a model for future hybrid programmes, which build on the networks, practice and research strengths of the existing staff base, addressing the blurring of boundaries between design specialisms.

From an internal perspective:

The proposal will directly draw upon the resources and expertise of two established and highly successful courses within the Department of Design, BA (Hons) Graphic Design & BA (Hons) Fashion. The two courses have excellent existing external professional links and employability success. Recent employment destinations and intelligence from alumni and external collaborators evidence the need for us to develop and educate new hybrid designers. There is also evidence in interest from the large application base for the two programmes that there would be benefits from diversifying our current offer. In terms of staff subject expertise the new programme will also draw upon the staff resource and experience within BA Hons Illustration with Animation.

Departmentally, the BA (Hons) Fashion and BA (Hons) Graphic Design programmes have proven to be potential growth areas with both courses receiving a high volume of applications.

This new programme is about extending the excellence of these two courses and about diversifying the Manchester School of Art 'brand' with new 'products'. The Design department will balance the physical and human resources with the introduction of this programme, as it will focus on fashion without making clothes and include digital as well as more traditional making approaches. The new programme will appeal to applicants who have a strong fashion/graphics interest, but do not have a requirement to access Fashion workshop equipment. Opportunities for collaboration with important local galleries and museums are emerging. Initial consultation with Dr Maria Balshaw, Director of Manchester Galleries indicates the programme is well situated to align itself with strategic developments in curatorial policy, which will promote and develop the exhibition of fashion in Manchester.

A working title of 'Fashion Art Direction' was chosen following analysis of the sector, however the new title clearly situates the programme firmly within Art school provision and allows for a visionary creative approach with potential for further programme development. This reflects the interdisciplinary stance of the Art school and from a recruitment perspective the programme is clearly perceived within an Art and Design context.

The work related and / or International and Cultural ambitions of the course are enhanced by the four year 'with Placement Year', 'with Overseas Study Year' and 'with Placement and Overseas Study' options, increasing knowledge, experience and employability.

25	QAA Benchmark Statements
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Art and Design 2008

History of Art and Design 2008

26	Programme Specific Outcomes
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The Fashion Art Direction programme aims to provide a supportive learning environment where on completion of the programme students are able to:

Knowledge and understanding:

PLO1. Investigate and appraise a range of research material relevant to the development of projects within the professional context of Fashion Art Direction.

PLO2. Apply a range of critical and creative technical and professional skills capable of supporting the development of Fashion Art Direction practice.

Conceptual development:

PLO3. Formulate and manage a variety of creative strategies compatible with the professional context of Fashion Art Direction.

PLO4. Arrive at an individual interpretation of Fashion Art Direction through observation, analysis, reflection, and conceptual development.

Applied practice:

PLO5. Plan, design and resolve a variety of finished outcomes that take a resourceful and professional approach to the communication and presentation of Fashion related ideas.

PLO6 Work as creative designers in the context of Fashion Art Direction in practice or related professional contexts, individually, collaboratively and collectively.

Critical engagement:

PLO7. Critique their practice within a professional Fashion context.

PLO8. Generate ideas through critical reflection, analysis, and an awareness of relationships between intention and ambition, and production and outcome.

Generic skills and studentship:

PLO9. Devise independent strategies to work through situations when they are unfamiliar or unpredictable.

PLO10. Apply working and thinking methodologies, which embrace speculation, investigation, production and reflection within a framework of aesthetic, artistic, social and ethical values, and within a culture of change.

Additional Learning Outcomes for 'with Placement Year', 'with Overseas Study Year', 'with Placement and Overseas Study' route:

Placement units:

- Apply enhanced interpersonal and employability skills in a workplace situation, in order to respond appropriately to an organisation's needs and expectations
- Integrate and consolidate learning from the academic programme with the requirements of professional practice.

Overseas Study units:

- Use diverse cultural frames of reference, and alternate perspectives to think critically and solve problems
- Critique differences in the way their academic disciplines are viewed and practised between

their host country and the UK.

(b) Combined Honours Learning Outcomes

N/A

(c) Pass Degree Learning Outcomes

Students who do not qualify for the award of a Bachelor's degree with honours may be eligible for the award of a Pass degree. Criteria for the award of a Pass degree are detailed within the University's [Assessment Regulations for Undergraduate Programmes of Study](#).

27 Interim Award Learning Outcomes

On successful completion of a L5 Diploma of Higher Education in Fashion Art Direction students will be able to:

Knowledge and understanding

LO1 Locate and analyse a diverse range of research material that acknowledges unconventional and experimental approaches to Fashion Art Direction that acknowledges professionally specified constraints within Fashion and related practice.

Conceptual development

LO2 Formulate a variety of creative approaches in the development of Fashion Art Direction.

Applied practice

LO3 Produce and present a range of relevant finished design outcomes in a variety of media.

Critical engagement

LO4 Analyse and evaluate creative responses using unconventional approaches to realise ideas in professionally specified constraints.

Generic skills and studentship

LO5 Develop relevant technical skills independently.

LO6 Formulate pro-active responses to critique.

On successful completion of a L4 Certificate of Higher Education in Fashion Art Direction students will be able to:

Knowledge and Understanding

LO1 Identify fundamental relationships between ideas and images within the broader context of art and design.

LO2 Identify tools, methods and practice employed in the production of basic Fashion Art Direction.

Conceptual development

LO3 Employ basic methods to visually develop an idea.

LO4 Develop visual ideas that explore the relationship between concept and image.

Applied practice

LO5 Make a basic visual presentation of creative design work.

LO6 Apply basic creative approaches to the organisation of visual content.

Critical engagement

LO7 Explain how their decisions and judgments have been reached.

LO8 Analyse the relationship between text and visual material.

Generic skills and studentship

LO9 Locate research materials and identify key resources used within the programme.

LO10 Analyse a brief and produce work within a specified timeframe.

SECTION C – STRUCTURE

28	Structures, modes of delivery (eg FT/PT/DL etc), levels, credits, awards, curriculum map of all units (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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BA (Hons) Fashion Art Direction – Full Time

BA (Hons) Fashion Art Direction with Placement Year – Full Time

BA (Hons) Fashion Art Direction with Overseas Study Year – Full Time

BA (Hons) Fashion Art Direction with Placement and Overseas Study' – Full Time

OPTION UNITS

Option units listed in the following curriculum structures are all approved for delivery but may not all run in any one academic session.

Level 4

Core Units			
Code	Status	Unit Title	No of credits
1B4Z0201		Scoping	30
1B4Z0202		Responding	30
1B4Z9801		Unit X	30
Option Units		<i>Choose 1 from options listed below</i>	
1G4Z9901		Contextualising Practice 1 OR	30
1H4Z9902 See Uniwide		Contextualising Practice – 15 credits (Level 4)	15

documentation		& Uniwide Language	15
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Optional Resit Unit (Can be offered to students in place of a resit in Uniwide Language if deemed appropriate)			
1B4Z9907	Option	Uniwide Language Alternative Assessment 1	15

On successful completion of Level 4 – interim exit award: CertHE Fashion Art Direction

Level 5

Core Units			
Code	Status	Unit Title	No of credits
1B5Z0201		Anticipating	30
1B5Z0202		Refining	30
1B5Z9801		Unit X	30
Option Units		<i>Choose 1 from options listed below</i>	
1G5Z9901		Contextualising Practice 2 OR	30
1G5Z9902 See Uniwide documentation		Contextualising Practice - 15 credits (Level 5) & Uniwide Language	15 15

Optional Resit Unit (Can be offered to students in place of a resit in Uniwide Language if deemed appropriate)			
1B5Z9805	Option	Uniwide Language Alternative Assessment 2	15

On successful completion of Levels 4 & 5 – interim exit award: Dip HE Fashion Art Direction

Student Mobility

The following 15 credit unit is available for incoming students attending MMU for less than a full academic year:

Code	Status	Unit Title	No of credits
1B5Z0203		Refining (Student Mobility)	15

Students will take one of the following 120-credit units, or combined 60 + 60 credit units between Levels 5 and 6 of their programme of studies:

Overseas Study (120 credit)

Core Unit

Code	Status	Unit Title	No of credits
		Overseas Study	120
		Overseas Study	60

Overseas Study units will be negotiated with the individual student on the basis of units of study available at their overseas university and will be assessed on a pass/fail basis. The learning outcomes of the programme of study at the overseas university are normally closely matched to the learning outcomes of the appropriate programme of study at MMU. The exchange programme of study is organized by the School Exchange Coordinator in collaboration with MMU International staff and students. While on exchange, supervision is provided by the overseas institution and monitoring by the University is undertaken by the Exchange Tutor and MMU International staff. A student is required to satisfactorily complete the 120 credit Overseas Study Unit for an award title 'with Overseas Study Year', or the 60 credit Overseas Study unit in combination with the 60 credit Placement unit for an award title 'with Placement and Overseas Study'. Students are required to pass Level 5 of the route in the summer Examination Board in order to be eligible to take up Overseas Study.

* There is a prerequisite to study the appropriate 15 credit Uniwide Language Unit at Level 5 where English (or the student's mother tongue) is not accommodated at the host University.

Placement (120 credit)

Core Unit			
Code	Status	Unit Title	No of credits
		Placement	120
		Placement	60

The placement period will normally be not less than 36 weeks of full time placement or 18 weeks in full time placement in an organisation that provides work experience, skills application and skills acquisition appropriate to a student's degree discipline. Placements are organised by the Placement Tutor in collaboration with students. Prerequisite workshops and tutorials supported by online resources are used to prepare for the placement and there are also sessions to provide feedback on the experience.

While on placement, supervision is provided by a designated workplace supervisor and monitoring by the University is undertaken by the Placement Tutor and other specified tutors. Placement units will be assessed on a pass/fail basis. A student is required to satisfactorily complete the 120 credit Placement Unit for an award title 'with Placement Year', or the 60 credit Placement unit in combination with the 60 credit Overseas Study unit for an award title 'with Placement and Overseas Study'. Students are required to pass Level 5 of the route in the summer Examination Board in order to be eligible to take up Placement units

Placement and Overseas Study (60 + 60 credit)

Core Units			
Code	Status	Unit Title	No of credits
		Overseas Study	60
		Placement	60

See above for Unit rationales.

Interim exit award:

DipHE Fashion Art Direction with Placement Year

DipHE Fashion Art Direction with Overseas Study Year

DipHE Fashion Art Direction with Placement and Overseas Study

Level 6

Core Units			
Code	Status	Unit Title	No of credits
1B6Z0201		Directing & Producing	60
1B6Z9801		Unit X	30
Option Units		<i>Choose 1 from options listed below</i>	
1G6Z9901		Contextualising Practice 3 OR	30
1G6Z9902 See Uniwide documentation		Contextualising Practice - 15 credits (Level 5) & Uniwide Language	15 15

Optional Resit Unit (Can be offered to students in place of a resit in Uniwide Language if deemed appropriate)			
1B6Z9913	Option	Uniwide Language Alternative Assessment 3	15

On successful completion of Level 6 – Final exit award:

BA (Hons) Fashion Art Direction

BA (Hons) Fashion Art Direction with Placement Year

BA (Hons) Fashion Art Direction with Overseas Study Year

BA (Hons) Fashion Art Direction with Placement and Overseas Study

SECTION D - TEACHING, LEARNING AND ASSESSMENT

29	Articulation of Graduate Prospects
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The Fashion Art Direction programme builds on the Design Department's excellent reputation for producing design graduates who are employed for their creativity, originality, versatility and professional skills.

Graduates of the Fashion Art Direction programme are likely to move into portfolio careers. The curriculum is designed to support an entrepreneurial approach to employment with ambition to start new businesses or join newly emerging collectives utilising the digital platform. Graduates may also wish to develop careers in established Creative Industry pathways, in for e.g. styling, publishing, design, illustration and art direction. Through engagement with external clients within practice units and Unit X graduates will have established networks to support employment opportunities.

As devolution moves up the national socio-political agenda, there is potential and opportunity to align to a 'Creative North' and benefit from regional support for the creative industries.

A teaching and learning strategy for the programme includes the collective and entrepreneurial opportunities that lead to locally based SME start-ups. This combined with the School of Art's Stockport Market Place Studios initiative encourages a shift for our graduates to stay in Manchester. To support this graduates can access the MMUBS Centre for Enterprise / MMU Innospace graduate student incubator. Individual one-to-one business support, mentoring, networking and professional talks are available to graduates across MMU for up to 3 years after completing their course.

The programme team will use Destinations of Leavers from Higher Education statistics and Key Information Set data for discussion at Programme Committee and programme planning meetings, to ensure the curriculum and learning outcomes prepare graduates for the range of careers they wish to enter. Discussion with industry, alongside student feedback via Internal student survey and National Student Survey and continual dialogue across Departmental teams will inform the continued evolution of the curriculum to keep it current.

The programme will use Graduate Teaching Assistants to help to maintain a social network of graduate/Alumni contacts. This programme in its initial stages will draw on the Alumni of Graphics and Fashion programmes to fulfil this role. The wider Design alumni networks promote opportunities to new graduates directly as they hear of them and frequently contribute as visitors to the School of Art providing professional/industry inputs.

The programme recognises the importance of work-related learning as key to developing students transferable skills, establishing a sense of ambition and developing the employability of graduates. There are numerous opportunities to engage with industry whilst on the programme and students receive guidance on careers through the Careers and Employability Service within the Professional and Employability parts of the Contextualising Practice units. This can be built on formally through the Placement / Overseas Study year.

The fashion and Graphics courses also make use of Social networks to enhance employability, there are very active Alumni groups on Linked-in and in 2011 the School of Art set up a Facebook group which has over 3000 students and graduates registered.

Recently students from the associated fashion programme have engaged with live projects with

ASOS, Denham, Debenhams, DKNY and Kenzo, and the Museum of Science and industry (Manchester). Graphics students have worked with The V&A/The People’s History Museum (Manchester), The Havas Group, Building Blocks, and Hemisphere. Students from the Graphics programme achieved 100% employment/further study rate at graduation in 2014

A range of diverse projects allow students to develop and synthesise their creative, intellectual and practical abilities that assist in defining individual strengths in, and approaches to, Fashion Art Direction practice. Many projects are developed in liaison with industry with a view to directing specific opportunities for ‘real-world’ project feedback, work experience or placement during a Placement Year. This enables the team to make sure the curriculum is at all times relevant to the external world and that students can engage with emerging trends. All of which are focused on future professional employability.

First job destinations would include for example junior/assistant studio designers, Stylists, trend forecasters, museum/exhibition designers and illustrators as well as progression to further study or collective or individual freelance practice.

30 Curriculum Design

The programme will cover a broad range of activity, grouped around Fashion in a broad context and related visual communication disciplines. At all stages of the curriculum, the focus is on contemporary and relevant design issues that embrace imaginative thinking and originality and place the student at the heart of the learning experience.

Mainly the students will make design responses through practice, which is underpinned by in-depth analytical research. Learning and teaching strategies are iterative and incremental, designed to build confidence and understanding through experimentation in approach and technique. The first unit, which is research-focused ‘scopes’ the territory and is responded to through practice in the next unit (Scoping/Responding).

At level 5 students develop their own abilities to anticipate change drivers in the area of Fashion art direction and begin to specialise and refine their design direction (Anticipating/Refining).

By level 6 students will operate as design directors to the production of their personal or collaborative production (Directing and Producing).

Level 4	Scoping	Responding	Unit X
Level 5	Anticipating	Refining	Unit X
Level6	Directing & Producing		Unit X

The notion of responsible consumption (sustainability) will be taken into consideration in all aspects of activity.

The unit sizes and their form mirror an established school of design model and align in terms of equal and time frames. This gives flexibility for any emergent cross-school collaborations or

initiatives.

Because of the expected outcomes of the programme visits to and reflection upon relevant exhibitions locally, nationally and internationally will be encouraged and facilitated.

Research statement

All staff members are affiliated to MIRIAD the School of Art's research institute. Within design, staff research has a relevant and immediate impact on and informs the curriculum. The research and practice of staff associated with this programme relevantly explores for example: Inter-technological and interdisciplinary discourse, design and technological change, The responsible design and consumption of fashion and collective design practice.

A focus on research, conceptual thinking and intellectual curiosity underpins the curriculum. Staff encourage and challenge students to critically question their approach to everything they do and to push boundaries. Distinctive creative personalities are nurtured and the unconventional is actively encouraged. Research and creative thinking from both the staff and student perspective is key to programme delivery and assessment strategies.

It is important that changes to the curriculum stay current and continue to engage with changes to the professional community and new ways that design is explored, communicated and consumed. The programme specific units are delivered in parallel to a contextualising practice unit, this deepens and broadens the context of the programme within art and design broadly and also offers transferable professional dimension including the choice to take up a language.

Unit X an innovative School of Art initiative enables students to collaborate with their peers through outward facing projects at each level of the programme.

Option Units

Option units listed in the curriculum structures (section C28 above) are all approved for delivery, but may not all run in any one academic session.

Student mobility

Students on this scheme will study the same curriculum as MMU home students. Where appropriate, 15 credit unit specifications (based on the same curriculum content) have been developed to accommodate students studying at MMU for less than a full academic year).

Placement Year / Overseas Study Year / Placement and Overseas Study

Students undertaking the 'with Placement Year', 'with Overseas Study' and 'with Placement and Overseas Study' awards have enhanced networking and applied learning opportunities through the Overseas Study and Placement units. These students will develop increased experience, confidence and adaptability with a consequent increase in employability and entrepreneurship.

31	Learning and Teaching
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The early stages of the programme are designed to encourage students to develop independent study skills and confidence through the vehicle of group-based research activity, individual output and presentation, which is linked to assessment. The iterative and developmental approach of the

programme is reflected in learning approaches, which gradually progress towards self-directed practice and production.

Experimentation and creativity are fostered within skills sessions, group tutorials, workshops, and inspirational lectures that expose students to new ways of thinking about their practice and the project briefs set. These are designed to challenge a student's conceptual and contextual understanding of Fashion Art Direction practice and to encourage original and individual solutions to design questions.

Students are encouraged to develop their learning skills, and to become independent learners through self-evaluation and reflection. Tutorial group discussions provide the opportunity for students to discuss the work of their peers and to gather formative feedback on their own work.

Negotiated projects allow students to develop and synthesise their creative, intellectual and practical abilities on a theme that is personal to them, and that will assist in defining individual strengths in, and approaches to, Fashion Art Direction practice. Other projects are developed in liaison with industry with a view to directing specific opportunities for 'real-world' project feedback and/or work experience. This enables the team to make sure the curriculum remains relevant to the external world and that students can react to emerging trends.

A Collaborative learning approach is an established strategy within art and design and will be used for this programme too. The team seek to build on this and use a collective rather than collaborative approach from level 5 onwards. This way of working provides peer support whilst maintaining the development of individual vision and direction.

Presentation as a method of concluding and disseminating practice will be utilised in a variety of forms such as Symposia, Pecha Kutcha and exhibition. These events will be linked to assessment.

Opportunities for students and associated parties to share practice will be made available through An 'Open Access' dissemination approach at the end of each unit, this aligns to future research body policy.

Recent event-based teaching initiatives on existing design programmes will be adopted and developed, providing the curriculum with enhancement and variation in terms of content and response time. A series of 'D-Day' events involving interdisciplinary practice and external creative and cultural sector involvement will be introduced.

An Induction programme during level 4 introduces different aspects of learning, and draws attention to the learning support available from tutors, from programme material/resources, and from the University's libraries and Learner Development Service.

Tutor/student relationships ensure that a student's personal learning needs are supported as each student is designated a personal tutor in each unit as well as having a year tutor to refer to. Students are encouraged to develop their individual strengths and to explore and develop their personal learning journeys within the ethos of the course.

The programme has an experienced staff team from a variety of backgrounds offering a rich variety of expertise. Staff research, involvement in industry both as practitioners and

networkers and access to training and support from the Centre for Excellence in Learning and Teaching.

(CELT) ensures staff are continually reviewing and updating their input into the curriculum. Programme staff are lifelong learners, fully engaged with continuous academic and professional development.

The School of Art has introduced a Teaching Assistant role for recent Graduates. This offers the students engagement with new professionals, who use their experiences from being on the programme to benefit the students as they are close to the student experience. Additionally it offers the new graduates the opportunity to obtain some initial teaching experience and be mentored by the Staff team. Since the start of this scheme, there are a number of Teaching Assistants who have gone on to become both Associate Lecturers and permanent departmental posts.

The Design department engages in a peer support scheme, which is very useful in sharing good practice and developing responses to issues in common. Teaching staff partner across programmes, facilitating opportunity for development of curriculum, teaching and learning initiatives and joint research and project planning and knowledge exchange.

Students have the opportunity to apply for a part year International or Erasmus Exchange to partner Universities in Europe and further afield. Additionally where appropriate students have the opportunity to undertake a 'with Placement Year', 'with Overseas Study Year' or 'with Placement and Overseas Study' between L5 and L6 of the course, comprising of purely Placement, purely Overseas Study or a combination of the two, before returning for their final year at MMU.

On successful completion these students will receive the award of BA (Hons) Fashion Art Direction with Placement Year, BA (Hons) Fashion Art Direction with Overseas Study Year or BA (Hons) Fashion Art Direction with Placement and Overseas Study.

Student mobility

Students on this scheme will study the same curriculum as MMU home students. Where appropriate, 15 credit unit specifications have been developed to accommodate students studying at MMU for less than a full academic year. The content of the 15 credit units will be a truncated version of the existing unit.

32	Assessment
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At the start of each unit, the Year Tutor introduces the projects and discusses the learning outcomes in detail with the students. The assignment tasks for the unit are clearly defined and demonstrate a logical relationship to the intended learning outcomes. The self-evaluative form that the students fill in at the end of the unit and the assessment form the tutors fill in both have the learning outcomes on them. Students are encouraged to reflect on the learning outcomes, whilst the tutors use them to mark against. With this methodology the students and tutors both use the same criteria to chart the progress of the student's learning from the unit and help bring clarity to the discussion at the Personal Development meeting that each student has at the end of the unit. This approach aligns with Principle 3.1 of the Strategy for Learning, Teaching and

Assessment: 'Clearly communicated assessment standards and criteria are linked explicitly to learning opportunities, unit design and teaching methodology and will identify areas for development in both teaching and student learning.'

Formative assessment is used at regular intervals through the unit to provide opportunities for feedback and discussion on student progress. Methods include self-assessment / evaluation, peer assessment, live events, presentations and tutor assessment providing students with feedback for improving work from a variety of perspectives and forms (verbal and written).

Summative assessment occurs at the end of the element of assessment or at the conclusion of the Unit, when work is formally marked, and moderated to record student achievement. Within design a brief is key and within a unit the extent to which the brief has been met leads the assessment process. The briefs incorporate elements, which might focus on for example ethical or sustainability perspectives and are written to encourage and reward creative risk taking and experimentation.

The External Examiner moderates Level 5 and 6 marks before being considered by the Assessment Board.

Each student is given a Personal Tutor who holds a Personal Development Plan meeting at the end of each unit to reflect on their progress, and engagement going forward. A self-evaluative form is filled in by the student to help reflect on their key learning from the unit and to engage them in discussion with their Personal Tutor.

The evidence on which assessment is based includes:

Design outcome presentation, finished projects/visuals,

Preparatory work, worksheets, development work, prototypes, portfolios, and other relevant material in a range of analogue and digital media

Essay, reports and written material

Reflective writing

Learning agreement forms, project evaluation forms and self-assessment forms

Consistency and reliability in assessment is assured through use of appropriate criteria and reference for the appropriate level of the curriculum from the University Standard Descriptors which recommend clearly communicated assessment standards and criteria and identify areas for development in student learning. Provide formative assessment, timely and informative feedback, summative assessment which motivates for further achievement and recognises and rewards student progress and applies consistent application of marking and moderation procedures within and across units, courses and programmes which ensures assessment practices are fair and transparent.

Student mobility

Students following the 15 credit units must be assessed via types of assessment other than formal written examinations. Where students complete their assessment outside the standard timescale for consideration by Board of Examiners, Chair's Action will be taken to confirm the outcome of their assessment.

Placement / Overseas Study

Placement / Overseas Study units will be assessed as follows-

Overseas Study – these units will be assessed pass / fail by the host University as negotiated through the Learning Agreement

Placement – This will be assessed pass/ fail by Programme staff with reference to feedback from Placement hosts.

33 Inclusive Practice

The programme team utilise the Personal Learning Plan (PLP) scheme to better understand the needs of individual students. Each student with a PLP is assigned a Personal Tutor. Meetings are regularly held to monitor academic progress, provide guidance and discuss any individual concerns or needs by the student.

Students are also encouraged to reflect on their own learning on a regular basis and to develop personalised strategies for effective learning. Year tutors follow the students throughout their year of study, monitoring progress with their Personal Tutors, providing information where appropriate and directing students to the University Learning Support system and the Faculty Students Support officer where applicable. This approach aligns with Principle 4.2 of the Strategy for Learning, Teaching and Assessment: ‘Provision of personal and academic tutors who help students to progress in their studies, to achieve better outcomes as they go through their course by providing guidance, monitoring, and academic support.’

A member of the programme Team is a Disability Coordinator who works closely with the Design Department Coordinator, to ensure that the specific needs of all students with a PLP are met with appropriate resource and adjustment in terms of specific T&L needs are met.

The opportunity of International and Erasmus European exchanges, together with Overseas Study and Placement learning as part of the ‘with Placement Year’, ‘with Overseas Study Year’ and ‘with Placement and Overseas Study’ options, and the exposure to ‘difference’ this offers, are practical extensions of the inclusive attitude engendered on the course.

34 Technology Enhanced Learning

Moodle, the University VLE supports the taught curriculum. Students have access to all coursework and assessment information, handbooks, project briefs and timetables as well as links to relevant material, contacts, announcements and digital references.

Students are offered training in core digital skills such as Adobe Illustrator, Photoshop and Indesign within the curriculum and are also able to access training for other specialist programmes as required.

Students are encouraged to use digital technologies to produce and present work. Digital presentations are used regularly as a means of assessment and feedback. There are also options within project briefs for students to document and present their work through a range of new media.

Teaching and learning opportunities between the School of Art and the University-wide digital

Innovation Hub have already been established with the MA PG Design network through the Digital Futures Option which draws upon university-wide digital expertise, is taught and exhibits work in the Hub. We propose to build upon this collaboration by linking programme dissemination and teaching events to the hub.

35 Placement and/or Work-based Learning Activities

The programme complies with the Institutional Code of Practice for Placement and work-based Learning all study activities that students conduct off-campus that are deemed to be required for successful completion of the programme's units.

The Department maintains excellent links with the creative industries and a number of projects are developed in liaison with industry with a view to potential opportunities for work experience and contacts for the option of a Placement Year. Students are encouraged to engage with work related learning whether it's from industry briefs offered in the curriculum, visiting lecturers or visits to industry events and design conferences.

Where students, as part of a learning agreement or an industry project undertake to have some contact or involvement with external organisations, risk assessments are conducted as appropriate in compliance with the University ICP.

The 'with Placement Year', 'with Overseas Study Year' and 'with Placement and Overseas Study' awards offer the opportunity for an additional full year of either Placement or Overseas Study or a combination of the two. These extended situations provide excellent opportunities for in depth experience and understanding of work based and alternative learning environments coupled with enhanced professional skills and personal growth.

36 Engagement with Employers

The Department has excellent links with local, National and Global companies and institutions through staff contacts and the alumni network.

Students will take part in 'live' briefs and competitions throughout their programme, with many employers working closely with the students, and staff, giving feedback and an insight into a broad range of creative professions, through engagement in the Practice units, Contextualising Practice and within Unit X.

The units on this new programme have been written to complement and provide progression opportunities for the learning that students will be undertaking in the school-wide units (X and CP). Where Unit X focuses on external engagement through collaboration and interdisciplinary Practice, the subject specific units introduce that same engagement.

The innovative collective approach to learning that the programme utilises provides another model for working within a team giving a different focus and challenges the student in different ways. These different models of creative employment activity offer rounded experience, which gives a breadth and depth, which will prove invaluable when working with future employers.

Students on the fashion programme have recently engaged in work placements across a broad network of industry sector contacts and associates the list below gives examples of engagement with designer and companies from 2013/4 and is continually being revised/updated.

Alex Mullens
 Lauren Bowker
 Nasir Mazhar
 Gareth Pugh
 Jane Carr
 Jonathan Saunders
 Vivienne Westwood
 Meadham Kirtchof
 Gilles Deacon
 Debenhams
 JW Anderson
 Marcus Lupfer
 Aitor Throup

Old Navy and Abercrombie and Fitch (USA) visit the programme annually and recruit to their intern programme.

Fashion continues to develop its links with China:

Zhejiang Textile & Fashion College, Ningbo City, Zhejiang Province hosted students for a recent competition where the following prizes were awarded: The Gold prize, Nicola James (£5000), Amelia Ashley award for excellence (£100) Natalie Dawson best use of fabric (£200) Owen Hughes, best visual effect (£200). In addition Hannah Sykes won the silver award in the 5th Chongfu Cup organised by Zhejiang Leather Industry Association in China and Gemma Felberg won the best creative award.

Internships have taken place with:

The Zhejiang Textile & Fashion College and the Sino Centre in Ningbo, which is a joint British/Chinese venture to place graduates in touch with Chinese companies who require design input. We have 6 second year students on a 12 week internship through them working at Intrex in Ningbo.

The 'with Placement Year' and 'with Placement and Overseas Study' awards when gained through Placement units represents a real opportunity to develop a working relationship with employers both for the Individual student, but also for the Programme and the University. This is both a 'home' and International opportunity.

37 Personal Development Planning

In addition to learning and teaching activities, other activities such as induction, assessment, contact with academic tutors, and feedback create a rhythm within the year. A cycle of preparation, learning, generation of work, reflection, assessment and feedback contributes to individual personal development planning.

Personal Reflection

The first element is the ongoing process of students reflecting on their development as learners and evaluating their aspirations for their future learning recorded on completion of units or projects together with a record of the written or verbal feedback they receive from staff.

Personal Development and Planning

The second element is the personal development tutorial. Students prepare themselves by filling in a self-assessment form, which reflects on their learning in the unit and will act as prompts in the process of determining a student driven agenda for the tutorial. There are three Personal Development Planning tutorials for each student per academic year. The students are also expected to write an evaluation of the learning undertaken in each individual unit.

Career development

As part of the PDP process students have access to career advice throughout their study with a particular emphasis in the final year. Students are given advice on CV writing and applications and are made aware of the opportunities available to them on graduation through lectures, visits from practitioners and graduates and from the staff team and University Careers Advisors.

SECTION E - PROGRAMME MANAGEMENT

38 Programme Specific Admission Requirements

Admission to the programme is based on the standard minimum points for University Admission at the time of Admission. All students who meet the minimum entry requirements will be invited for interview.

NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University [online prospectus](#)

Students from the Edexcel BTEC Foundation Diploma in Art and Design may be considered for direct progression to this programme, following submission of a portfolio for scrutiny by the Foundation Team.

Progression for students from Manchester INTO

Students who have successfully completed the Certificate of Achievement (International Foundation Programme in Art and Design) at Manchester INTO may apply to enter Level 4 of the BA (Hons) Fashion Art Direction programme.

The grade required for successful guaranteed acceptance will be 50% average in the studio units, and 50% in the English unit (the latter being deemed to be equivalent to CEFR B2 - IELTS 6.0 or equivalent).

These progression arrangements are detailed in the formal agreement between MMU and Manchester INTO.

BA (Hons) Fashion Art Direction with Placement Year, BA (Hons) Fashion Art Direction with Overseas Study Year, BA (Hons) Fashion Art Direction with Placement and Overseas Study, 4 year routes

Students will apply to the core 3 year programme, having been made aware of the possibility of the 4 year 'with Placement Year', 'with Overseas Study Year' and 'with Placement and Overseas Study' routes. In the course of Level 4, following appropriate introductory presentations and research, students can apply to 'transfer' to the 4 year route. Programme, Faculty and where appropriate MMU International Staff, will be involved in approval of applications. Selection will be based on level of attainment, independence and character suitability. Successful students will use Level 5 to further research the options for their Placement / Overseas Study year, applying to partner Universities and or Placement providers. Final enrolment on the 'with Placement Year', 'with Overseas Study Year' or 'with Placement and Overseas Study' awards will take place on passing Level 5 and Placement and / or Overseas Study place(s) are confirmed.

If studying 120 credits abroad on a non English (or student's mother tongue) accommodating Programme then it is expected that the student will study 15 credits of the appropriate Uniwide language at Level 5 (preferably following Level 4 Uniwide Language study).

39 Programme Specific Management Arrangements

The programme adheres to the guidance provided in the University's [Management of programme Delivery](#).

40 Staff Responsibilities

Specific roles have been identified and allocated for the management of programme delivery as follows (in line with guidance provided within the University's [Management of programme Delivery](#) document):

Programme Leader
 Year tutors
 Unit Leaders
 Personal tutors
 Admissions Tutor
 Link Tutors
 Disability co coordinator
 Student Mobility coordinator (Exchange coordinator)
 Placement Tutor

41 Programme Specific Academic Student Support

Generic academic student support is provided to all students in line with the guidance outlined in the University's [Student Handbook](#)

Programme Specific Support

Level 4 students undergo a supportive induction programme where they are introduced to the systems that are in place to support their learning. All students are issued with a programme guide (handbook) containing practical information and links to various support networks and advice. Students have specific Year tutors and Personal tutors who guide them through the PDP process and offer support where needed. Students are also able to access support through a dedicated full time faculty student support officer and the Student Hub.

Academic Counseling

Students are allocated a Personal tutor, who looks after their academic welfare. PDP Tutorials take place where the student's progress on the programme is discussed. Tutorials are recorded and logged in the student's file with a copy to be contained in the student's personal file.

Pastoral Care

Year tutors and Unit leaders are the main source for students' pastoral care. Normally, they are the first approach if students need advice or help with personal problems, or any other matters that may be adversely affecting their ability to undertake the degree programme. If for any reason students prefer to talk to another member of staff they are encouraged to feel free to approach them.

Tutorials

Tutorials are regularly carried out, either on a one to one, staff to student basis, or in a group situation. Tutorials provide a valuable opportunity for students to have an in-depth discussion on their work. The student or the relevant tutor(s) conducting the tutorial makes a record of the discussion. These records are kept in the student file for reference and to assist in the recording of student progress. The student will keep a copy for their own PDP files and students may have access to their own records on request.

Proctoring

This describes the activity of student's informally teaching, demonstrating and exchanging information with each other. Although this is done informally, students may wish to set up their own activities such as workshops and/or peer study groups. This is encouraged throughout the programme.

Faculty Student Support

If a member of the staff team cannot help, or the student wishes to talk to someone outside the programme the Faculty Student Support Officer is a first point of call. The Faculty Student Support officer can advise students on a range of issues related to university life and can signpost students to relevant sources of information and advice around the campus and the city, as appropriate.

The following is a list of ways that the Faculty Student Support Officer can help students:

- Finding their way around the campus and Manchester
- Managing their time
- Presentation skills
- Reflective journal
- Research
- Essay writing
- Exam tips
- Dealing with stress
- Getting the best from their programme

The Student Support Officer is available to meet with students in confidence by appointment on a one-to-one basis, and they also runs study skills workshops throughout the year. All students are introduced to the Support Officer at Induction in a Housekeeping session.

Exceptional Factors

The University recognises that illnesses or difficult or distressing life events do occur. The University has therefore developed an exceptional factors policy so that students can make formal submission for consideration of any exceptional factors that they consider have affected their performance in assessment. Tutors or the Student Support Officer can guide students through this process where applicable.

Disabled Students

Students who have a disability or a Specific Learning difficulty, such as dyslexia, and might need support with their studies are encouraged to seek advice from Learner Development Service at the earliest opportunity. The Learner Development Service provides a comprehensive advisory, assessment and support service to students with disabilities.

Students who find they need some extra help when faced with the demands of Higher Education will be helped by a Learner Development Adviser who will use medical evidence and an initial assessment to identify needs and suggest strategies which may prove helpful. The adviser will produce a Personal Learning Plan (PLP) with the student, which identifies to teaching staff his/her support needs and advises them of any reasonable adjustments they may need to make. The PLP is then sent to the Programme Leader or Administrative Officer (with the student's permission).

Once the student's needs have been assessed it may be possible to apply for Disabled Students Allowance (DSA) from the student's Local Education Authority. DSA funds can provide study related human support such as a dyslexia tutor, library assistant or (British Sign Language) BSL interpreter. They can also cover the costs of any specialist equipment or technology support the student may need. Learning Development can advise students on this and the process for receiving support via the DSA.

Dyslexia Guidelines

Dyslexia, dyspraxia, dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD), and other Specific Learning Difficulties (SpLDs) are all considered to be disabilities in the context of Higher Education, and students with any of these difficulties are eligible to apply for Disabled Students' Allowances (DSA). Students with dyslexia will need an Educational Psychologist's report carried out after the age of 16. If students only have a report carried out before they were 16, or have never had a formal assessment, they can contact the Learner Development Service for advice.

Where students already have a full diagnostic report carried out by an Educational Psychologist when over the age of 16 they can use this as medical evidence when applying for Disabled Students Allowances.

42 Programme Specific Student Evaluation

The Programme complies with current institutional evaluation guidance, found in the [Evaluation of Student Opinion](#) document.

Students complete an online unit evaluation at the end of every unit. These are then analysed and

any issues are included in continuous monitoring and improvement. The students also have regular opportunity to feedback into the course via the student reps and through Student Staff Consultative meetings and Programme Committee meetings.

All year groups meet for a weekly housekeeping meeting, which provides an informal opportunity for feedback on immediate issues at programme level.

