



Programme Specification

Fashion Textiles {Foundation} [Bower]

Version: 2024-25, v3.0, Validated

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Fashion Textiles {Foundation} [Bower]

Highest award: BA (Hons) Fashion Textiles

Interim award: BA Fashion Textiles

Interim award: DipHE Fashion Textiles

Interim award: CertHE Fashion Textiles

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: No

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: CATE School of Arts, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies:

Creative Skillset

Modes of delivery: Full-time, Sandwich

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2021

Programme code: W23F13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: UWE Fashion Textiles is an innovative programme that sits at the intersection of a range of creative, critical and professional approaches to the subject; from traditional design practices for industry and commercial contexts through to more expanded, critical and emergent approaches such as digital design and futures thinking.

As students progress through the programme, they establish an individual creative identity and are able to specialize in the development of outcomes for a range of contexts which include for instance; Fashion Design, Textile Design or Fashion Textiles Futures.

The programme ethos is underpinned by creativity and the development of a curious, collaborative, and inclusive approach to studio-based learning. This is supported by a core curriculum of technical and professional skills development to support graduate progression towards industry, postgraduate study and / or enterprise contexts.

Features of the programme: Fashion Textiles at UWE provides Students with a holistic oversight of the Fashion Textiles Industry; from the Design and realisation of Textile Collections through to the Design, Cut and Construction of Garments and Accessories for the Fashion and wider Garment Industries.

Students have the opportunity to develop skills in both Fashion and Textile Design; building a broad portfolio of Subject-specific, interdisciplinary and transferable skills. These include Research and Ideation, Design development, Visual Communication, Textile Print, Knit, Pattern Cutting, CAD and Garment Construction.

Students are taught through a dynamic curriculum of Studio practice, Industry Briefs and Collaborative projects designed to spark curiosity and inspire innovation. Studio Teaching supports Students in navigating the evolving landscape of the Subject and provides an enabling and inclusive context for the exploration of new ideas and

emergent practices.

Working in Industry standard Studios and Technical Resource centres, students have the opportunity to make work that combines traditional hand-making and material-led approaches with creative technology, innovative problem-solving and inclusive Design methods.

All students are encouraged to undertake the Placement year in Industry at the end of L5, or to join the School of Arts International Exchange Programme at a Partner Institution in Europe, South Korea, Hong Kong, Taiwan, Berlin, Bologna or Budapest.

Educational Aims: The overarching aim of the University's Learning and Teaching Strategy is that "our students will enjoy a personalised, inclusive and transformative experience that empowers them to be engaged, committed and passionate learners who thrive in our university environment and achieve their best".

The School of Arts programmes actively seek to provide personalised experiences for all learners, grounding student learning in approaches that recognise the value of a practice led and research informed Arts education. Teaching approaches demonstrate that co-operation and collaboration are at the heart of creativity.

All students are actively required by the curriculum to develop subject specific Knowledge, Skills and Professional behaviours alongside demonstrating an active engagement in practice-based learning. Personal development is supported through collaborative, professional, ethical and sustainable practices that are a catalyst for the development of student's mindsets across all levels of study.

School of Arts Educational Aims in brief:

1. Provide students with high quality learning and teaching experiences that are practice-led, sustain a culture of student-centred learning and incorporate current research to ensure learning is practice based and research-informed.
2. Provide students with an in-depth knowledge and critical understanding of the

changing external environment and equip them with the skills necessary to flourish.

3. Develop students' independent thinking and informed understanding of critical contemporary creative practices and theoretical debates.
4. Develop students' curiosity and foster enquiring approaches to the production of works and the development of communication skills that can be effectively and appropriately employed.
5. Develop students' collaborative skills, strong sense of self and life-long learning skills, including ethical, personal, and social responsibility as global citizens.
6. Prepare students with the professional skills and enterprising attributes necessary to plan effectively for their chosen future and be able to undertake appropriate personal development for further study and/or a career in the creative sector.

Fashion Textiles Educational Aims

Fashion Textiles programme is Programmatic by Design and aims to provide Students with an integrated and holistic Programme of Study that is clearly structured to provide a rich and inspiring Student experience.

The Programme fosters an interdisciplinary and creative-process-led pedagogy and aims to;

Support Students in the development of a curious, creative and design-led practice, that demonstrates practical, technical and aesthetic skills development across a range of hand, digital and emerging techniques, processes, skills and materials.

Equip students with the intellectual, practical, critical and creative skills necessary for them to position themselves and their practice within current and future professional, social, historical and cultural contexts.

Equip Students with the skills, knowledge and understanding they need to develop a collaborative, inclusive and values led approach to fashion textile practice.

Provide a supportive Learning environment in which students are challenged to rethink and redirect established hegemonic preconceptions about the role, impact and future of the Subject in contemporary society.

Develop Graduates who have the skills, knowledge and attributes required to meet current demands, address future challenges and create new opportunities in the Global Creative Industries.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Research and Inquiry: Understanding and application of appropriate research methods, including sourcing, analysing and critiquing information from a range of sources to support the development of an informed and meaningful research-led practice.
- PO2. Critical and Contextual Understanding: Knowledge and understanding of the contexts surrounding the subject including relevant theories, debates, discourses, and practices; past, present and future.
- PO3. Interdisciplinary Working: An understanding of the ways in which their subject-specific skills can be informed, developed and enhanced through working with hand-making, digital and interdisciplinary practices in a values-led approach to design and conscious practice.
- PO4. Discipline Proficiency: The ability to explore test and creatively problem-solve ideas in the development of creative work that demonstrates appropriate use of materials, media, techniques, skills, Design methods, technologies, and tools relevant to the Subject.
- PO5. Communication and Presentation: Effective and appropriate use of visual, verbal and written forms in the exploration, development and presentation of their work for a variety of contexts and audiences.
- PO6. Professional Awareness: Understanding of the roles, responsibilities and professional protocols of the creative practitioner in graduate contexts; whilst demonstrating an understanding of safe, ethical, environmental and socially responsible working practices.

- PO7. Holistic Learning: The ability to work resourcefully; accessing and utilising appropriate methods, resources, skills and experiences to deliver on studio projects, collaborative briefs and within independent study time.
- PO8. Complex Understanding; An awareness of the social, cultural, systemic and environmental complexities of their subject; and utilise a range of creative and critical approaches to challenge existing norms and lead innovation.
- PO9. Graduate attributes: A proactive and applied understanding of the inclusive values and attributes associated with UWE Graduates and the Fashion Textiles Community.

Assessment strategy: Student achievement is supported by a clear school level approach to assessment. We are committed to developing authentic assessments that afford students' opportunities to test out concepts in practice and reflect on their own experience of learning. Assessment should always be inclusive, appropriate and focussed on supporting students to demonstrate their learning.

The School of Arts curriculum is driven by an assessment strategy that supports development across levels of study:

Level 3 – Pass/Fail

Level 4 – Pass/Fail

Level 5 – Numerical Marking

Level 6 – Numerical Marking

And an ethos that indicates how students will be supported as they progress through levels of study:

Level 4 – Guiding

Level 5 – Co-Creating

Level 6 – Fostering Independence

Students are assessed against learning outcomes (a number of which are shared across the school at L4, 5 & 6) that clearly articulate progression through levels of study. Learning outcomes are assessed via school level assessment rubrics that

ensure that levels of achievement are clearly articulated and that all students are marked with parity across the student body. Our teaching facilitates the transition into, through, and beyond, Higher Education via well-structured and clear curriculum and assessment design that supports risk taking and develops a positive approach learning.

Programme Assessment Strategy

The Assessment strategy has been designed to support achievement of the Programme Learning Outcomes and reflects the programmes broad pedagogic philosophy which considers assessment to be an embedded, engaging and empowering part of the learning process; a tool for learning.

Fashion Textiles assessments have been designed to be holistic and inclusive: they include a broad range of assessment formats, methods and outcomes and are intended to build confidence, establish a shared language and to contribute to a sense of empowerment within students' learning journeys.

The assessment process is aligned to the iterative nature of creative practice and is designed to establish and celebrate the value of process within creative practice whilst maintaining professional relevance and authenticity.

Formative assessments take place as part of ongoing studio pedagogy and may include approaches such as research reviews, studio critiques, collaborative tasks, project pitches and / or tutorials.

Summative assessments primarily take place at the end of modules and include both digital and physical formats, with outcomes that may include for instance; research and development work, prototypes, CAD, garments, textile collections, presentations, market reports, films and portfolios.

As students progress through the programme they are able to tailor their assessment outcomes in relation to their creative strengths and professional ambitions.

Feedback at formative and summative assessment points (verbal and/or in writing) is regarded as a positive learning tool for future action planning, and it provides students with a clear understanding of the level of their achievement, their progress and development, as well as recommendations for progression.

Level 3 summative assessments: students receive a pass/ fail – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

Level 4 summative assessments: students receive a pass/ fail – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

L5 + L6 summative assessments: students receive a moderated mark for each module – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

The pass / fail assessment strategy for Levels 3 and 4 has been designed to

1. Establish a more authentic and subject appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.
2. Establish a less marks driven approach to assessment, particularly during the early stages of a student's journey will provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.
3. Remove the emphasis from final marks, making explicit the role of feedback in students future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.

4. Signal a more holistic, inclusive approach to assessment and would align with the university's wider priorities of inclusivity and accessibility.

Information re Portfolio Assessments:

Full assessment requirements / criteria will be outlined in module handbooks. As an indication, a portfolio may include: evidence of research, idea development, creative experimentation, development and / or project outcomes; as well as some written work and evidence of participation in taught studio sessions and workshops.

Students are assessed holistically on the depth, breadth and quality of their creative work and their ability to generate, explore, develop and / or resolve creative ideas in response to a set brief.

The portfolio assessment is inclusive and is designed to foster and value a deep process-centric approach to learning. The portfolio will include a combination of formats and / or modes of assessment (including physical / digital) and has been designed to offer students of all learning styles the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained throughout the module.

Within the portfolio submission, students are expected to present evidence of work which demonstrates engagement with the minimum number of contact hours for the module, as well as the minimum number of independent study hours.

The feedback and assessment processes of this programme are embedded into studio pedagogy, and as such establish an authentic, inclusive approach to assessment that builds students' confidence as they progress.

Feedback (verbal, audio, video and/or in writing) provides students with timely and detailed understanding of their progress and standards; and provides clear feed-forward guidance regarding future development.

Self and peer evaluation constitute an important part of formative feedback and are designed holistically to facilitate the progression towards autonomous learning.

Student support: Programme and Module leaders

Student support for overarching academic and professional concerns, is provided by Programme Leaders, all issues relating to the content, delivery and assessment of modules is provided by Module Leaders.

Academic Personal Tutors:

The Academic Personal Tutor, is an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This embedded relational approach to student support enables wellbeing to be addressed through the curriculum, and students direct academic personal support at the individual and group level.

Careers support:

Careers support is integrated throughout the programme and works to the UWE career framework with direct input from UWE careers team. The UWE Careers team work with programme teams to develop bespoke professional practice activities (Professional Practice Week) alongside offering support on developing the skills, experience and knowledge necessary for improving our student's employability prospects. The service provides high quality professional advice and guidance focusing on enabling students to take control of and responsibility for their own career planning and progression/development. Students can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union JobShop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the

service all through their undergraduate programme and for three years after graduation.

Study Facilities

In our specialist library and learning hub our librarians manage specialist collections to support students' research. Students can attend workshops and engage with online workshops to develop their academic skills. Students also have access to bespoke study skills sessions and Bower Ashton Campus offers spaces for silent and group study and bookable rooms they can book. Students have access to recommended books, periodicals, academic journals, special collections and industry databases.

Student Advisors

For concerns of a personal nature, students can access help from Student Advisors. Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, personal circumstance procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on including, when-relevant, how to access the wider support provided by the University. This service is supplemented by extensive online resources.

School Student Experience Coach

The School Student Experience Coach provides friendly, non-judgemental support to students as they progress through the course and act as a connect point to inform students about the ecosystem of support available at UWE. Staff can coach students on many areas of their life and studies, including:

Academic

Engage further with the course

Manage deadlines and grow confidence

Develop goals to ensure progression on the course

Self-development

Grow confidence and self-esteem

Increase motivation

Shape skills in working with others in groups or team

Wellbeing and self-care

Develop strategies to manage feelings and thoughts whilst at university

Feel supported in understanding gender identity

Develop a set of skills to succeed in life as a student

Student Union and Course Representatives

An important part of the programme is the involvement of students. Student representatives are elected to serve on the Student Representatives & Staff Forum and the Programme Management Committee meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. These meetings feed directly into the governance structures at the university. The school also has a number of ILead Student Representatives who represent the student voice in the School Board of Studies.

Disability Services

Support for students with learning adjustments is coordinated centrally through Disability Services. This acts as a holistic service for students and applicants to the University and also supports the academic and administrative staff.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

University Health Centre and general advice on Staying Healthy;

Careers and employability, advice on choosing a career, and finding student and graduate vacancies;

UWE volunteering, opportunities for students to get involved in the local community through - the Community Volunteer Programme;

Student Advisors & Counselling for anything from exam stress to homesickness and depression;

The Living Centre, for support with faith and spiritual matters;

Global student support, to help international students to make the most of living and studying in the UK;

Managing disability and dyslexia, to get help with all disability related support needs;

Money and Visas, for financial check-ups, or help with UK visas.

Student support for learning also includes:

The info-point services: This comprehensive student support service includes: Advice on Academic regulations and procedures, Extenuating circumstances, Module choices, student records including enrolment, and accessing student's records and what to do if unforeseen circumstances affect their studies.

Induction: All students will be introduced to the faculty and its resource centres via a series of Health and Safety and introductory sessions. All teaching is sequential and students will be fully supported in acquiring and applying the necessary learning skills.

The Library: The library offers information skills workshops to students. There are opportunities in the curriculum that enable students to develop information retrieval and evaluation skills in order to identify appropriate resources effectively. Such support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Students will also be introduced to and encouraged to use online databases such as WGSN, Style Sight and Women's wear daily.

Career Planning and preparation: The programmes core objective is to enhance the creativity and employability of our graduates within the creative industries and as such links directly to the University's employability strategy. The programme has

established and growing partnerships within the creative industries that will inform the development and delivery of the curriculum and maintain the programmes currency and relevance within the sector.

UWE careers offer a wide range of accessible resources and services including one-one coaching, vacancy advertising, workshops and extensive website and recruiter events including fairs and work experience programmes. The Department of Art and Design also hosts a 'Professional Practice week', a symposium type event open to all students with a diverse programme of speakers and advice sessions from experts in the creative industries.

Visits / trips: All students will be required to undertake trips and visits as part of the programme. Some of these will be led by the programme team and some students will be required to undertake independently. Given the national and international outlook of the programme it is vital that students actively engage with the creative industries outside of the region. In addition, the programme will offer visits to local centres of innovation and excellence that may include the Mulberry Factory, Corgi factory, Bristol Textile recycling, Watershed and Spike Island. Alternative arrangements will be made if students are unable to attend.

Support for students with additional needs: Consideration will be given to ensure and enable students with additional needs are able to participate in all aspects of the academic and social life of the institution. The programme team will monitor the effectiveness of provision for students with additional needs and identify opportunities for enhancement. There is a comprehensive and robust student support structure throughout the University that the students can access at any time.

Part B: Programme Structure

Year 1

Full-time and Sandwich students must take 120 credits in year 1.

Year 1 Compulsory Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UAAAWQ-30-0	Academic Skills 2024-25	30
UAAAWP-30-0	Developmental Projects: Building a Creative Identity 2024-25	30
UAAAWR-30-0	Foundation Project 2024-25	30
UAAAF-30-0	Observation and Making 2024-25	30

Year 2

Full-time and Sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UADBAN-30-1	Design Studio 2 Design Methods 2025-26	30
UADBAM-30-1	Design Studio 1 Developing Ideas through Form 2025-26	30
UA1B9S-30-1	Design Contexts 2025-26	30
UADBAL-30-1	Introduction to Fashion Textiles 2025-26	30

Year 3

Full-time and Sandwich students must take 120 credits in Year 3.

Year 3 Compulsory Modules (Full-time and Sandwich)

Students must take 60 credits from the modules in Compulsory Modules (Full-time and Sandwich)

Module Code	Module Title	Credit
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UADBAP-30-2	Design Studio 3 Industry Process 2026-27	30
UADBAQ-30-2	Design Studio 4 Design Innovation 2026-27	30

Year 3 Optional Modules (Full-time and Sandwich)

Students should take either the 60-credi exchange module (if participating in an international exchange), or the two 30-credit modules.

Module Code	Module Title	Credit
UA1B9T-30-2	Design Futures 2026-27	30
UADBAR-30-2	Design Studio 5 Industry Practice 2026-27	30
UA1B9N-60-2	International Exchange 2026-27	60

Year 4

Full-time students must take 120 credits in Year 4.

Sandwich students must take 30 credits in Year 4.

Year 4 Compulsory Modules (Sandwich)

Sandwich students must take 30 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UADAVA-30-3	Fashion Textiles Professional Development on Placement 2027-28	30

Year 4 Compulsory Modules (Full-time)

Full-time students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UADBAU-30-3	Design Studio 6 - Part 2 Design and Realisation 2027-28	30
UADBAS-30-3	Design Studio 6 Part 1 - Ideation and Development 2027-28	30
UADBAT-30-3	Graduate Development and Progression 2027-28	30

UA1B9U-30-3	Design Research Project 2027-28	30
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Year 5

Sandwich students take 90 credits from the modules in year 5.

Year 5 Compulsory Modules (Sandwich)

Sandwich students must take 90 credits from the modules in Compulsory Modules (Sandwich)

Module Code	Module Title	Credit
UA1B9U-30-3	Design Research Project 2028-29	30
UADBAT-30-3	Graduate Development and Progression 2028-29	30
UADBAU-30-3	Design Studio 6 - Part 2 Design and Realisation 2028-29	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

This is an industry facing programme that encourages students to engage in the development of fashion textiles using a range of materials, technologies and software alongside the traditional skills, techniques and craftsmanship of Fashion and Textile design. The translation of ideas from 2D to 3D is an essential part of the curriculum and students will develop garments, textile designs, fashion products and digitally enabled outcomes for application in the fashion textile industries. Students can opt to take a sandwich year at the end of Level 2.

A successful graduate will be able to work across a number of areas in the creative industries which may include for instance fashion designer, textile designer, product developer and pattern cutter.

Part D: External Reference Points and Benchmarks

This programme has been developed in relation to the following reference points:

QAA Benchmark Statement for Art and Design and History of Art, Architecture and

Design

SEEC Credit Level descriptors for HE

QAA National Qualifications Framework

UWE Vision, Mission and Strategy

UWE Learning and Teaching Strategy

UWE Assessment Policy

Feedback from alumni

UWE QMEF requirements (15/45 credit structure)

Student Feedback SRSF meetings

Staff Feedback via formal and informal meetings

Diversity and Disability profiles (sector-wide and department specific).

The programme structure, curriculum content, professional skills and industry engagements have been successfully scrutinised by professionally engaged external examiners and HE Teaching, Learning and Assessment in Creative Practices specialists.

Part E: Regulations

Approved to University Regulations and Procedures.