Programme Specification

Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2019/2020 Academic Year

1. Programmes:

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Master of Design Fashion and Textiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>Barbara Ridley</td>
</tr>
<tr>
<td>Head of Department/Programme Leader</td>
<td>Jimmy Stephen-Cran</td>
</tr>
<tr>
<td>Programme Contact</td>
<td>Jimmy Stephen-Cran</td>
</tr>
</tbody>
</table>

| Minimum Duration of Study        | 12 months FT                          |
| Maximum Duration of Study        | 24 months FT                          |
| Mode of Study                    | Full-time                             |
| Award to be Conferred            | Master of Design Fashion and Textiles |
| Exit Awards                      | Stage 1 – Postgraduate Certificate    |
|                                  | Stage 2 – Postgraduate Diploma        |
|                                  | Stage 3 – Master of Design            |
| Source of Funding                | Self funding                          |

2. Academic Session:


3. SCQF Level:

| Level 11 |

3.1 Credits: .

| 180 |

4. Awarding Institution:

| University of Glasgow |

5. Teaching Institutions:

| The Glasgow School of Art |

6. Lead School/Board of Studies:

| School of Design |

7. Programme Accredited By:

| Not Applicable |
8. Entry Qualifications

<table>
<thead>
<tr>
<th>8.1 Highers</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2 A Levels</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
| 8.3 Other        | Applicants will be considered for admission who have achieved an educational level equivalent to an Honours degree. Normally applicants will be expected to have achieved a First Class or Upper Second Class Honours Degree in Textile Design (with a strong fashion bias) or Fashion Design. Consideration will also be given to candidates from other relevant backgrounds if they can demonstrate:
  - An equivalent academic qualification
  - Professional qualifications, equivalent to an Honours Degree
  - A combination of professional qualifications and experiential learning. |
| 8.4 IELTS Score Required on Entry | 6.5 overall with no less than 6.0 in the components of Writing, Reading, Listening and Speaking. |

9. Programme Scope:

The stage 2 electives are provided across GSA and support students to further deepen and explore their areas of research interest. This will enable an intensification of discipline oriented-research methods and also foster interdisciplinary learning which is one of the areas of focus in stage 2.

10. Programme Aims:

The programme aims to offer students the opportunity to:

- gain advanced skills and knowledge within a specialised Fashion/Textile context
- challenge, analyse and interpret their individual design process and apply, present and communicate those findings in a professional manner
- recognise, understand and develop their individual creative identity and locate an appropriate Fashion/Textile context for their skills
- acquire the professional skills and qualities required for continued professional and personal development, including independent learning, self-direction, decision-making, initiative and personal responsibility
### 10.1 Stage 1 Aims:

#### Stage 1 (PGCert)
Stage 1, Origination and Investigation, Core Research Methods for Design, and Design Theory offers students the opportunity to develop:

- an understanding of current Fashion/Textile contexts and historical perspectives associated with individual Fashion/Textile interests
- an understanding of the conceptual and practical requirements associated with developing a Fashion/Textile collection
- an awareness of their individual design handwriting and its potential for Fashion/Textile application
- an understanding of, and ability to communicate their individual Fashion/Textile design process

Stage 1, The Core Research Methods for Design course aims to:

- provide students with opportunities to critically develop disciplinary research methods;
- enable students to autonomously design their own research project/object/practice with a critical grounding in appropriate research methods both relevant to their disciplinary specialization and, where relevant, enabling of trans, multi, or inter-disciplinarity;
- provide students with rigorous understanding of research ethics as relevant to their research/practice;
- facilitate critical reflection on the relationship between forms of research and modes of practice in order to encourage robust and/or innovative applications of existing modes.

### 10.2 Stage 2 Aims:

#### Stage 2 (PGDip)
Stage 2, Experimentation and Progression, offers students the opportunity to gain:

- individual approaches to two and three dimensional design skills appropriate for Fashion/Textile development and application
- insight and direction in relation to their individual Fashion/Textile design process
- conceptual and practical skills associated with designing a specialised Fashion/Textile Collection
- professional skills including independent learning, self-direction, decision making, initiative and personal responsibility.
Stage 2, Elective aims to:

- Encourage interdisciplinary, critical reflexivity from within an open set of choices;
- Foster deep investigative approaches to new or unfamiliar areas of practice and theory;
- Cultivate self-directed leadership and initiative-taking in both applied and abstract modes of practice/study not necessarily associated with a student’s particular creative specialism;
- Enable flexible, ethical exploration and connection of diverse knowledge and understanding within a specialist programme of study.

10.3 Stage 3 Aims:

Stage 3 (Masters)
Stage 3, Evaluation and Resolution, offers students the opportunity to gain:

- expert skills and knowledge within a specialised Fashion/Textile context
- recognition and understanding of their individual creative identity and an appropriate Fashion/Textile context for their ideas
- a synthesis of individual design process articulately communicated and professionally presented in an exit portfolio
- discerning professional skills and qualities required for continued professional and personal development including independent learning, self-direction, decision making, initiative and personal responsibility.

10.4 Stage 4 Aims:
Not Applicable

10.5 Stage 5 Aims:
Not Applicable

11. Intended Learning Outcomes of Programme:

After full participation in and successful completion of the programme, students should be able to:

- Demonstrate critical self-awareness which informs and shapes individual practice
- Contextualise their creative identity and individual Fashion/Textile interests in the professional world
- Demonstrate detailed knowledge and understanding of conceptual, critical and practical processes associated with individual Fashion/Textile interests
- Plan and execute a project to include investigation, experimentation, evaluation; culminating in the resolution of a specialised Fashion/Textile collection
- Undertake and apply research into specialised skills, techniques, materials and practices which support the cohesive development of individual Design Practice
- Make objective judgements alongside a personal philosophy in relation to the issues raised by
individual Fashion/Textile interests.

- Demonstrate an ability to present work to a professional standard through showing competence in practicing requisite technical skills and applying specialist IT skills to communicate to an audience of different knowledge and/or expertise
- Exercise substantial autonomy, initiative and responsibility for own work, whilst drawing upon critical reflection of own and others thoughts.

### 11.1 Intended Learning Outcomes of Stage 1 (Studio Practice 1, Core Research Methods for Design)

On successful completion of the stage students will be able to:

- Monitor and review own learning with guidance
- Demonstrate knowledge of historical and contemporary contexts relating to individual Fashion/Textile interests
- Identify and investigate primary and secondary sources to inspire Fashion/Textile concept development
- Apply knowledge gained through investigation research and analysis to generate Fashion/Textiles ideas.
- Ascertain specialist skills required for individual Fashion/Textile practice
- Communicate and present a considered understanding of their individual Fashion/Textile design process
- Apply a range of methods to critically reflect and analyse their Fashion/Textile design process
- Contribute to peer discussions, offering and receiving feedback

On successful completion of Core Research Methods for Design students will be able to:

- Evaluate and adapt methodologies in order to develop and progress projects and practices;
- Generate new perspectives on their practice by developing sustainable research frameworks;
- Demonstrate research vocabularies and methods relevant for their professional practice;
- Collate primary and secondary sources, effectively managing data;
- Document and communicate research experiences using visual, oral and written methods.
### 11.2 Intended Learning Outcomes of Stage 2 (Studio Practice 2)

On successful completion of the stage students will be able to:

- Direct own learning with moderate guidance
- Explore and develop Fashion/Textile ideas pertinent to individual interests
- Define the key characteristics associated with individual Fashion/Textile interests
- Apply knowledge gained through fabric and/ or form experimentation
- Demonstrate contextual position/s for their individual creative identity
- Develop and test specialist technical skills which address practical considerations
- Interact effectively within group discussions; giving and receiving feedback

Stage 2 Electives: intended learning outcomes are detailed in the related elective course specifications.

### 11.3 Intended Learning Outcomes of Stage 3 (Studio Practice 3)

On successful completion of the stage students will be able to:

- Manage own learning with minimum guidance
- Develop and resolve Fashion/Textile ideas pertinent to individual interests and creative identity
- Contextualise their individual Fashion/Textile collection and exit portfolio in the professional world
- Make objective judgements alongside a personal philosophy in relation to the issues raised by their Fashion/Textile concerns
- Apply appropriate and individual skills and solutions to resolve practical issues raised while manufacturing the collection and exit portfolio
- Integrate a range of information to create an exit portfolio that represents individual creative identity
11.4 Intended Learning Outcomes of Stage 4
N/A

11.5 Intended Learning Outcomes of Stage 5
N/A

12. Assessment Methods:

Methods for Assessing/Evaluating Outcomes

Formative through one-to-one guidance, progress check, progress review and critique.

Ongoing work is evaluated regularly by staff against the level learning outcomes and set assessment criteria for each stage of the programme. Regular evaluation offers constructive and supportive review, gives advice on future direction and identifies areas of strength and weakness. Formative assessment prepares work for submission in the summative assessments, as well as a point where risk of failure can also be indicated.

Summative through submission of written and practical work at the end of each stage and at the end of the year.

There are three summative assessment points throughout the programme, each representing an exit qualification (PG Cert, PG Dip, Master of Design). Final submission work is assessed against the level learning outcomes and set assessment criteria for each stage of the programme.

13. Learning and Teaching Approaches:

A weekly programme of study will be issued to students at the outset of the programme in order that study time be planned and used effectively. Students will be required to attend all taught sessions and are also required to attend a recorded guidance and progress check appointment with the Studio Tutor on a regular basis.

Students will be expected to take significant responsibility for the management of their learning. Emphasis will be placed on self-reliance and personal academic development.

The principle teaching strategies employed are:

- **Self Directed Learning**
  In line with other taught postgraduate programmes at GSA, significant emphasis in the Fashion and Textiles programme is placed on self-directed study, from project design and development, to gaining theoretical knowledge through traditional research methods. This is further developed by the focus upon specialism, which emphasises autonomy, reflection upon personal learning and self directed project work within a collaborative environment.

- **Lectures and Seminars**
  Lectures and seminars are used to disseminate theoretical, contextual and historical knowledge and address specific issues underpinning practical work. Lectures also have a
broad aim of generating further debate in seminars, tutorials or studio sessions or further enquiry in self directed learning or research.

- **Technical workshops**
  Workshops are practical classes and can range from IT sessions in which students are introduced to specialist software, to pattern cutting and construction classes where students learn to prototype garment ideas.

- **Critiques**
  The critique is an important learning device used to generate peer debate regarding the generation, development or overall success of concepts, and their practical realisation. Students present work to their peers and tutors through appropriate visual and verbal means. The critique enables the development of key presentation skills, and encourages students to give constructive feedback regarding each other’s work. Although facilitated and guided by staff, critiques allow students to fully explore all aspects of practical submissions within a reflective discursive framework.

- **Tutorials**
  The tutorial system is designed to provide academic support through individual appointments with staff. At these one-to-one appointments, individual projects and pieces of work are discussed. Tutorials are also a means where feedback from students concerning all aspects of the programme can be raised.

- **Guest Speakers**
  Input from guest speakers will enable Fashion and Textile students access to, and understanding of, relevant contemporary practice and theory, research and industry contexts.

- **Assessment**
  Formative and summative assessment strategies are employed throughout the Fashion and Textiles programme. Formative and summative assessment feedback operates to guide students in developing and improving their work.

The following teaching and learning methods are also used throughout the programme:

- Directed study
- Group work
- Progress review
- Self evaluation /staff evaluation
- Work-in-progress presentations
- Formal presentation

Students will be contacted in the pre-arrival period and provided with additional material about their programme.
### 14. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

- **GSA Strategic Plan**
- **GSA Learning and Teaching Enhancement Strategy**
- **SCQF Level 11 Descriptor**

Click here to enter text.

### 15. Additional Relevant Information:

**Support for International Students and Pastoral Care**

The Glasgow School of Art provides a comprehensive student network and specified support staff for international students. In addition, the language facilities at the University of Glasgow are available to students both pre-sessional and during term time.

The School also offers an orientation programme for all new international students allowing them to meet other international students and staff at the beginning of their studies.

Additional support for international students will be provided throughout the programme by a designated tutor, who will be available to students in this capacity. He/she will also be the designated pastoral tutor for all students on the programme. Students may contact him/her if they are experiencing problems of a personal nature or relating to general welfare which may be affecting their academic progress.

**Enrichment of Learning Experience**

**Collaboration (and collaboration guidelines)**

- Students on the programme may collaborate with undergraduates so long as the nature and the extent of the collaboration is negotiated and agreed by the undergraduates Head of Department and the F+T Programme Leader and the process of the collaboration is made explicit for assessment.

- Students on the programme may collaborate with fellow postgraduates (e.g. for styling/exhibition/marketing purposes) so long as the collaboration is made explicit for assessment and so long as each student’s contribution to the collaboration can be assessed in its own right (i.e. each contributing individual fulfils the full work requirements of the programme).

- Students on the programme may wish to source/employ manufactures/outworkers, again this must be made explicit for assessment and requires the authorisation of the Programme Leader.

**Archives and Collections Centre (ACC)**

The School has one of the largest and most important museum and archive collections of any UK art school and these provide an excellent study resource.
The institutional archive dates back to the School’s foundation in 1845 and documents over 150 years of art, design and architectural education at the School through official papers, correspondence, photographs and press cuttings relating to the School, its staff and students. Together with over 30 Deposited Archive Collections, the size and significance of the archive continues to grow.

**Centre for Advanced Textiles (CAT)**

Students on the programme have access to the Centre for Advanced Textiles (CAT).

The remit of CAT is to provide cutting edge facilities for textile design education, a knowledge exchange/research centre to investigate the aesthetic, technical and commercial opportunities presented by digital technology and a commercial service to industry and individuals in order to generate income.
Digital printing is ideal for small to medium scale production as there are no minimum runs and turn around is fast, creating exciting opportunities for customised design and niche marketing. Students wishing to use the CAT will be required to have a working knowledge of Photoshop or equivalent software.

16. Programme Structure and Features:

Study is organised by Stage, with each Stage comprising 60 Credits at Level 11 (Masters), achieved through courses weighted in multiples of 10 credits. The M.Des Fashion and Textiles Stage 1 is comprised of 2 compulsory or core courses: Core Research Methods for Design (20 credits) and Studio 1 (40 credits). Upon achieving the Intended Learning Outcomes attached to each course the student receives the requisite number of credits.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Credit Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Practice 1 (Core)</td>
<td>40 credits</td>
</tr>
<tr>
<td>Origination and Investigation</td>
<td></td>
</tr>
<tr>
<td>Core Research Methods for Design*</td>
<td>20 credits</td>
</tr>
<tr>
<td>Total Credits</td>
<td>60 credits</td>
</tr>
<tr>
<td>Exit Award</td>
<td>Postgraduate Certificate in Fashion and Textiles</td>
</tr>
</tbody>
</table>

*In exceptional circumstances it may be possible in the early stages of the programme to consider an alternate Core Research Methods course in Stage 1

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Credit Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Practice 2 (Core)</td>
<td>40 credits</td>
</tr>
<tr>
<td>Experimentation and Progression</td>
<td></td>
</tr>
<tr>
<td>Elective (from a menu)</td>
<td>20 credits</td>
</tr>
<tr>
<td>Total Credits</td>
<td>60 credits</td>
</tr>
<tr>
<td>Exit Award</td>
<td>Postgraduate Diploma in Fashion and Textiles</td>
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</table>

<table>
<thead>
<tr>
<th>Stage 3</th>
<th>Credit Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Practice 3 (Core)</td>
<td>60 credits</td>
</tr>
<tr>
<td>Evaluation and Resolution</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>60 credits</td>
</tr>
<tr>
<td>Exit Award</td>
<td>Master of Design in Fashion and Textiles</td>
</tr>
</tbody>
</table>

17. Can exemptions be granted?

Yes ☐ No ☒

If yes, please explain: Click here to enter text.
18. Does the programme comply with GSA APEL policy?

| Yes ☒ | No ☐ |

If yes, please explain: Consideration is given to candidates from educational backgrounds other than Fashion or Textiles if the applicant can demonstrate:

- An equivalent academic qualification
- Professional qualifications, equivalent to a Honours Degree
- Prior experiential learning
- A combination of professional qualifications and experiential learning

19. Are there any arrangements for granting advanced entry?

| Yes ☐ | No ☒ |

If yes, please explain: Click here to enter text.

20. Are there any arrangements for allowing students to transfer into the programme?

| Yes ☐ | No ☒ |

If yes, please explain stating requirements and levels to where this can apply:

Click here to enter text.

21. Are there any arrangements for allowing students to transfer into other programmes?

| Yes ☐ | No ☒ |

If yes, please clarify: Click here to enter text.

22. What are the requirements for progressing from each stage?


23. Please confirm that the programme follows GSA Board of Examiner policy and procedures, including External Examiner participation:

| Yes ☒ | No ☐ |

If no, please explain: Click here to enter text.
24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

<table>
<thead>
<tr>
<th>Programme Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responsible for determining the character and ensuring the overall quality assurance of the programme</td>
</tr>
<tr>
<td>• Ensuring progression from application to enrolment through to graduation</td>
</tr>
<tr>
<td>• Attending relevant meetings</td>
</tr>
<tr>
<td>• Organising the examination procedure</td>
</tr>
<tr>
<td>• Academic leadership of staff and students</td>
</tr>
<tr>
<td>• Management of resources – human/physical/financial</td>
</tr>
<tr>
<td>• Management and development of the curriculum including deployment of academic staff</td>
</tr>
<tr>
<td>• Health and safety</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Programme Coordinator/ Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responsible for all resources, communication and teaching matters relating to the delivery of the programme. Including timetables, admissions and liaising with technical support</td>
</tr>
<tr>
<td>• Monitoring student’s progress and attendance</td>
</tr>
<tr>
<td>• Teaching and assessment</td>
</tr>
<tr>
<td>• In collaboration with the Programme Leader, planning and implementing the curriculum</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Studio Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responsible for all resources, communication and teaching matters relating to the delivery of studio practice courses</td>
</tr>
<tr>
<td>• Monitoring student’s progress and attendance</td>
</tr>
<tr>
<td>• Teaching and assessment</td>
</tr>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Pattern Cutting Tutor</th>
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</thead>
<tbody>
<tr>
<td>• Responsible for all resources, communications and teaching matters relating to the delivery of pattern cutting and garment construction including liaising with technical support</td>
</tr>
<tr>
<td>• Monitoring students progress and attendance</td>
</tr>
<tr>
<td>• Teaching and assessment</td>
</tr>
<tr>
<td>• Planning and implementing the curriculum</td>
</tr>
</tbody>
</table>

The teaching team will be led by the Programme Leader. The Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. He/She will be primarily responsible for the initiation of programme developments, and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.

In order to ensure that quality standards are monitored and the quality of provision continually enhanced, the MDes programme will undertake the following:

- Regular Programme Team meetings
- Student/Staff Departmental meetings
25. Please explain the systems and arrangements regarding:

<table>
<thead>
<tr>
<th>a) Quality assurance of the management, operation and monitoring of the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility for the conduct of the programme will rest with the Programme Leader. A regular Departmental meeting will meet to consider operational matters, while the Examination Board will be responsible for the award of the degree and for issues relating to progression. All Committees connected to the programme will operate according to standard procedures determined by the Academic Council of The Glasgow School of Art.</td>
</tr>
<tr>
<td>The teaching team will be led by the Programme Leader. The Programme leader will have executive responsibility for the direction, coordination and administration of the programme. He/She will be primarily responsible for the initiation of programme developments, and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.</td>
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<tr>
<td>• Regular Programme Team Meetings.</td>
</tr>
<tr>
<td>• Regular Departmental meetings (student and staff)</td>
</tr>
<tr>
<td>• Programme Monitoring and Annual Reporting</td>
</tr>
<tr>
<td>• Periodic Review</td>
</tr>
<tr>
<td>• Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)</td>
</tr>
</tbody>
</table>
### b) Student feedback and representation

#### Student feedback and representation

In 2017 the GSA renewed its commitment to student feedback and representation under the heading of the Student Voice. This revamped system for Student Representation aims to inform and empower the student body to work together and to take action. It introduces the new role of Lead Reps for each academic school, for undergraduate and postgraduate taught students. Lead Reps and Class Reps are working for you. This is an initiative run jointly with GSASA and GSA’s Student President and arises from collaborative discussions with students and Course Reps across session 2016-17.

As such at GSA there are four main vehicles of representation:

- The Student Representative Council of GSA SA (SRC/Association reps) (responsible for voicing student opinion regarding the Students Association and extra-curricular project funding)
- The School Forums
- The formal GSA Staff Student Consultative Committee cycle (which includes Lead Reps and Class Reps). (Responsible for representing student opinion within the academic structures at GSA)
- The School Boards of Studies.

#### Lead Reps

Two Lead Reps are elected yearly for each of the Schools, one for Undergraduate study and another for Post-graduate (two for two-year programmes). Lead Reps attend Class Meetings, the SSCCs, and their School’s Board of Studies. Lead Reps play a lead role in the organising and convening of the School Forum, an open forum that fosters discussion about School matters in advance of the SSCC. They represent the whole School and hear collective student issues. They represent issues for their School at the School’s Board of Studies. They work closely with the Student President and the Deputy Director to ensure that the student voice is recognised.

#### Class Reps

There is one class rep per year, per programme. They represent department specific experiences for your year group. They attend SSCC Meetings, School Forums and provide localised feedback for their class. The role of Class Reps is not only to communicate student opinion from their programme at class Meetings and the Staff Student Consultative Committee (SSCC) but also to participate in wider discussions that happen across their School. All Class Reps are offered an induction into the roles and responsibilities of the position, and a programme of training by the Student Representative Council.

#### President of the Student’s Association

The President of the Students’ Association represents the views of all students on the Committees beyond BoS level, including the Undergraduate and Postgraduate Committee, Academic Council and the Board of Governors.

#### Additional meetings and surveys

Student feedback and participation is also encouraged by additional student meetings held to discuss issues that inform the enhancement and quality of learning and teaching provision within the School. Annual questionnaires are used to seek feedback from the students that informs the programme quality enhancement process at all levels; delivery of courses, provision of equipment and resources, learning environment and student support.
### c) Programme based student support

Students are supported in their studies by a number of different departments and support mechanisms.

For academic studies, course tutors are the main source of academic support. Students will be aware of with whom and when they can expect contact. Should there be any matters that cannot be dealt with by them students should consult the Programme Leader. Additional support for studies is through the Library and Computer Centre where students will find books, journals, DVDs, videos, slides, theses and dissertations. Further information can be found at: [http://www.gsa.ac.uk/library](http://www.gsa.ac.uk/library)

Canvas is GSA’s Learning Management System. Depending on the year of study, students will be enrolled on different courses within Canvas. F & T students are also enrolled on a ‘Department: Fashion & Textiles’ course which will share general information with undergraduate and postgraduate students i.e. events, exhibitions, competitions. Year-specific courses (e.g. MDes Studio, Core Research Methods for Design, Elective) will share more specific information such as Tutor contact details, timetables, and project briefs. Student Support and Technical Support departments are also found on Canvas.

There are Learning Support and Development Tutors who specialise in supporting the processes of learning and offer specific services to students who are disabled in the learning environment or have specific learning difficulties.

In anticipation of the learning and teaching support needs of a cohort which may include ESL students and, dyslexic students, the programme will ensure a clear understanding of the teaching and learning experience. Briefs will be dyslexia-friendly and use plain language.

Reading lists and websites will be identified to encourage students to use independent study time effectively. Aims and level learning outcomes of the brief will be made clear. Work requirements and assessment criteria will be made explicit and will relate to the specified aims. Briefs will include a suggested timetable for students to assist them manage their studio and independent study time effectively.

There is careers advice for students on creative careers, enterprise and career planning throughout their studies. The Counselling Service provides confidential professional advice and is available to all students. The Student Welfare Service offers practical advice and information on a range of issues including funding and private sector accommodation and provides advice and support to international students. Email addresses and further information for all student Support Services are to be found on the VLE. The Student Association acts as both a formal and informal focus for student activity and mutual support. They can be contacted at [http://www.theartschool.co.uk/](http://www.theartschool.co.uk/)

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