

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
BDes (Hons) Fashion and Textile Design	W230 / W231	DEFAS / DESTXD

Head of School	Irene McAra-McWilliam
Head of Department/Programme Leader	Jimmy Stephen-Cran
Programme Contact	Dr Helen McGilp

Minimum Duration of Study	24 months
Maximum Duration of Study	Click here to enter text.
Mode of Study	Full-time
Award to be Conferred	Bachelor of Design (Honours)
Exit Awards	Stage 1 Certificate of Higher Education Stage 2 Diploma of Higher Education Stage 3 BDes Fashion and Textile Design Stage 4 BDes (Hons) Fashion and Textile Design
Source of Funding	SFC

2. Academic Session:

2011/2012

3. SCQF Level:

7-10

3.1 Credits:

480

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:[Click here to enter text.](#)**8. Entry Qualifications**

8.1 Highers	4 Highers at ABBB (one sitting) or AABB (two sittings)
8.2 A Levels	3 A Levels at ABB (one sitting) or AAA (two sittings) and GCSE English at Grade A
8.3 Other	International Baccalaureate (IB) 30 points overall in the Diploma including 5 in 3 subjects at Higher Level, normally including English and Visual Arts or Design Technology
8.4 IELTS Score Required on Entry	6.0

9. Programme Scope:

The programme offers two named pathways of *Fashion Design* and *Textile Design*. Each pathway is composed of subject specialisms which enable depth of enquiry and subject specialist expertise. The programme has four stages:

Stage 1 - Underpinning

Stage 2 - Grounding

Stage 3 - Contextualization

Stage 4 - Expertise

Stages 1 and 2 are discipline specialist (Fashion or Textiles) while Stages 3 and 4 are subject specialist. (Fashion – Womenswear, Menswear or Knitwear, Textiles - Print, Knit, Weave or Embroidery). Selection for a subject specialism at the end of Stage 2 will be determined on evidence of aptitude and potential. This increasing singular subject specialist focus of study will provide the means to examine the parameters of each subject specialism in depth.

The curriculum of each pathway and stage provides a sequential learning experience to ensure continual development from Stage 1 through to Programme completion

The curriculum of each stage is structured in to courses which are project based. Projects and courses vary in length within and across the three academic terms of each stage. Project based enquiry is core to the curriculum

A range of core competencies essential to Fashion and Textile Design inform the curriculum content, structure and organization as well as the learning and teaching approaches and assessment criteria

The currency of the programme curriculum is maintained and directly informed by the research, scholarly activity and professional practice of staff

The programme promotes a culture that recognizes teamwork and interdisciplinary peer learning as well as independence as essential elements in the effective practice of Fashion and Textile Design

The programme promotes 'T shaped' thinking where a core of deep subject knowledge is combined with a wider panorama view of other knowledge domains.

The programme is committed to inclusive approaches to student recruitment

10. Programme Aims:

The aim of the BDes (Hons) Fashion and Textile Design programme is to create assured and highly specialist graduates with clear and individual creative identities who are also 'T shaped' thinkers able to position themselves and their ideas with knowledgeable authority.

The specific aims are to offer students the opportunity to:

- master specialist skills and knowledge (intellectual, creative and technical) in a determined Fashion or Textile Design subject specialism
- identify, define, analyze and challenge the characteristics of a Fashion or Textile Design subject specialism and present and communicate findings and solutions purposefully
- gain an informed understanding of the design process and personal insights and specialist interpretations of how a Fashion or Textile Design collection can be conceptualized, developed and realized
- develop and recognize their individual creative identity and locate an appropriate Fashion or Textile Design context for their skills and ideas
- understand the theories, concepts and principles (including historical, cultural and contextual) associated with the subject discipline which influence and provide a context for the future development of Fashion or Textile Design.
- acquire the professional skills and qualities required for continued professional and creative development including initiative, autonomy, objective judgement and decision making, communication, working with others, time and resource management and safe working practices
- develop supporting skills and assets relating to wider knowledge domains

10.1 Stage 1 Aims:

The aims for Stage 1 offer students the opportunity to:

- exercise a degree of independence in carrying out set project work using a broad range of approaches to create responses
- undertake a range of set projects investigating aspects of drawing, research, exploration and outcomes

- demonstrate an outline knowledge of the fundamental creative processes and methods associated with Fashion or Textile Design
- demonstrate fundamental practical skills and processes associated with Fashion or Textile Design
- develop an outline knowledge of the fundamental characteristics of the different Fashion or Textile Design subject specialisms
- work under guidance and with others in developing awareness of the broader subject of design in relation to Fashion or Textile Design
- manage organization of work within set deadlines and develop safe working practices
- convey, present and evaluate ideas in a structured and coherent form using a range of communication methods
- use standard IT applications to process and obtain a variety of information
- demonstrate an understanding of the accepted theories and principles associated with Fashion or Textile Design

10.2 Stage 2 Aims:

The aims for Stage 2 offer students the opportunity to:

- exercise initiative in carrying out and interpreting set project work using a range of approaches to create responses and solutions
- undertake a range of set projects with an emphasis on skill acquisition and familiarization of a range of design contexts
- demonstrate an understanding of the key stages of the design process associated with Fashion or Textile Design
- demonstrate a working knowledge of a broad set of skills (process, materials and technical) and the different practices associated with different Fashion or Textile Design subject specialisms
- take account of broad discipline matters including any ethical or professional issues raised by the discipline
- undertake evaluation and synthesis of ideas and matters associated with the different Fashion or Textile Design Specialisms
- work under guidance and with others to develop a broad understanding of the wider discipline of Fashion or Textile design
- manage organization of work in relation to resources and deadlines and develop safe working practices
- convey specialist information to a range of audiences for a range of purposes
- use a range of software applications to process and obtain information and for design development
- demonstrate relevant knowledge and understanding of some of the core theories, principles and concepts associated with Fashion or Textile Design

10.3 Stage 3 Aims:

The aims for Stage 3 offer students the opportunity to:

- exercise autonomy in undertaking and interpreting set project work and draw on a range of sources to make objective judgements
- undertake a range of subject specialist projects for a range of Fashion or Textile Design contexts
- demonstrate a broad understanding of the design process in relation to a subject specialism and

how it can be applied to a range of different contexts

- demonstrate a broad knowledge of the key subject specialist skills (process, materials and technical) relating to the characteristics and practice of a particular fashion or Textile Design area
- identify and deal with subject specialist matters including any ethical or professional issues raised by the discipline
- undertake analysis, evaluation and synthesis of ideas, concepts and matters raised by the subject specialist areas
- work under guidance and with others to develop a subject specialist understanding of a determined Fashion or Textile Design area
- manage time and resources in relation to set project briefs and exercise safe working practices
- make formal and informal presentations to a range of audiences
- use a range of IT applications to support and enhance work
- demonstrate understanding of selected theories, concepts and principles (historical, cultural and contextual) associated with Fashion or Textile Design

10.4 Stage 4 Aims:

The aims of Stage 4 offer students the opportunity to:

- exercise autonomy, initiative, individuality and judgement in undertaking self directed project work
- identify and define a self directed project for a specialist and specified Fashion or Textile Design context
- demonstrate an informed understanding of the design process and how a Fashion or Textile Design collection is developed using various research, analysis, exploration and interpretation methods and approaches
- demonstrate in-depth subject specialist skills and knowledge relating to the characteristics, terminology and practice of a particular Fashion or Textile Design area
- deal with complex subject specialist matters including any ethical or professional issues raised by the discipline
- offer insights and specialist interpretations and solutions to matters raised by individual Fashion or Textile design interests
- work under guidance and with others to develop an individual position in relation to specialist Fashion or Textile Design interests
- manage time and resources effectively and exercise safe working practices
- communicate with, and make formal presentations to, informed and professional level audiences
- use appropriate digital technologies to support and enhance specialist work
- demonstrate an informed understanding of the theories, concepts and principles (Historical, Cultural and Contextual) associated with individual Fashion or Textile Design interests

11. Intended Learning Outcomes of Programme:

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

11.1 Intended Learning Outcomes of Stage 1Knowledge and Understanding

- an outline knowledge of the fundamental characteristics of the different Fashion or Textile Design subject specialisms
- an understanding of the fundamental creative processes and methods associated with Fashion or Textile Design
- an outline knowledge of the design contexts associated with Fashion or Textile Design
- an understanding of the accepted theories and principles associated with Fashion or Textile Design

Applied Knowledge and Understanding

- fundamental practical skills and processes associated with Fashion and Textile Design
- a range of set projects investigating aspects of research, exploration and outcomes
- awareness of the contexts associated with Fashion or Textile Design

Professional Practice: Communication, Presentation, Working with Others

Students should also be able to:

- present and evaluate ideas familiar to the discipline of Fashion or Textile Design
- use a range of approaches to create responses to and answer set project briefs
- convey ideas in a structured and coherent form
- use a range of forms of communication effectively
- use standard applications to process and obtain a variety of information
- use standard formulae for making numeric calculations and measurements
- exercise a degree of independence in carrying out set project work
- manage organization of work within set deadlines
- take account of health and safety regulations and develop safe working practices
- work under guidance with a range of qualified practitioners
- work with others in developing awareness of the broader subject of design in relation to Fashion or Textile Design

11.2 Intended Learning Outcomes of Stage 2Knowledge and Understanding

- a working knowledge of the differing characteristics and practices associated with a range of Fashion or Textile Design subject specialisms
- an understanding of the key stages of the design process associated with Fashion or Textile Design
- a broad knowledge of a range of design contexts associated with subject specialist Fashion or Textile Design

- an outline knowledge and understanding of some core theories, principles and concepts associated with Fashion or Textile Design

Applied Knowledge and Understanding

- a range of skills, processes and materials associated with the different Fashion or Textile Design subject specialisms
- a range of set projects with an emphasis on skill acquisition across the different Fashion or Textile subject specialisms
- the application of skill acquisition to familiar Fashion or Textile Design contexts

Professional Practice: Communication, Presentation, Working with Others

- Students should also be able to:
- undertake analysis, evaluation and synthesis of ideas and matters associated with the different Fashion or Textile Design subject specialisms
- use a range of approaches to create responses and solutions to defined project briefs
- evaluate responses and solutions to the different Fashion and Textiles subject specialisms
- convey specialist information to a range of audiences and for a range of purposes
- use a range of standard applications to process and obtain subject discipline information and for image manipulation
- work with formulae for making subject specific numeric calculations and measurements
- exercise initiative in carrying out and interpreting set project work
- manage organization of work in relation to resources and deadlines
- take account of health and safety regulations in studio and workshop practice and continue to develop safe working practices
- continue to work under guidance with a range of qualified practitioners
- work with others in developing a broad understanding of the wider discipline of Fashion or Textile Design
- take account of broad discipline matters including any ethical or professional issues raised by the discipline

11.3 Intended Learning Outcomes of Stage 3

Knowledge and Understanding

- a broad knowledge of the scope and practice characteristics of a particular Fashion or Textile Design subject specialism.
- an understanding of the design process specific to a subject specialism and how it can be applied to different Fashion or Textile Design contexts
- a broad knowledge of potential design contexts for subject specialist Fashion or Textile Design practice
- an understanding of selected theories, concepts and principles associated with Fashion or Textile Design

Applied Knowledge and Understanding

- a selection of the key processes, materials, practical and technical skills associated with a particular Fashion or Textile Design subject specialism

- a range of subject specialist projects of research, exploration and outcomes
- a range of subject specific Fashion or Textile Design contexts

Professional Practice: Communication, Presentation, Working with Others

Students should also be able to:

- undertake analysis, evaluation and synthesis of ideas, concepts and matters raised by the subject specialist Fashion or Textile Design disciplines
- identify and analyze subject specific Fashion or Textile matters
- draw on a range of sources to make objective judgements
- make formal and informal presentations to a range of audiences about specialist Fashion or Textile Design matters
- use a range of IT applications to support and enhance work
- test formulae and develop individual skills in making subject specific numeric calculations and measurements
- exercise autonomy in carrying out and interpreting set project work
- manage time and resources in relation to set project briefs
- continue to take account of health and safety regulations in studio and workshop practice and adhere to safe working practices
- work under guidance with qualified and/or specialist practitioners
- work with others in developing a subject specialist understanding of Fashion or Textile Design
- deal with subject specialist matters including any ethical or professional issues raised by the discipline

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

- specific knowledge relating to the characteristics, terminology and practices of a particular Fashion or Textile Design subject specialism.
- an informed understanding of the design process and how a Fashion or Textile Design subject specialism is developed using a range of research, exploration and interpretation methodologies and approaches
- an informed knowledge of design contexts for individual, subject specialist, Fashion or Textile Design interests.
- informed understanding of the theories, concepts and principles (including historical, cultural and contextual) associated with individual Fashion or Textile Design interests.

Applied Knowledge and Understanding

- subject specialist processes, materials, practical and technical skills associated with individual Fashion or Textile Design interests
- a self defined subject specialist project of research, exploration and outcomes which reflects individual Fashion or Textile Design interests
- a defined, subject specialist, Fashion or Textile Design context

Professional Practice: Communication, Presentation, Working with Others

Students should also be able to:

- Identify, define, conceptualize and analyze individual, subject specialist, Fashion or Textile Design interests
- offer insights and specialist interpretations and solutions to matters raised by individual Fashion or Textile interests
- review and consolidate knowledge, skills, the practice and thinking associated with individual, subject specialist, Fashion or Textile Design interests
- demonstrate individuality and judgement in dealing with subject specialist Fashion or Textile Design interests
- make formal presentations to informed audiences about specialist Fashion or Textile Design matters
- communicate with professional level peers, senior colleagues and discipline specialists
- use a range of digital technologies appropriately to support and enhance specialist work
- apply and practice individual skills in making subject specific numeric calculations and measurements
- exercise autonomy and initiative in undertaking self directed project work
- manage time and resources effectively in relation to self directed project work
- continue to take account of health and safety regulations in studio and workshop practice and adhere to safe working practices
- work effectively under guidance in a peer relationship with qualified and/or specialist practitioners
- work with others in developing a critical position as an individual Fashion or Textile practitioner and contribute to ongoing studio debate
- deal with complex subject specialist matters including any ethical or professional issues raised by the discipline

12. Assessment Methods:

Formative Assessment

Ongoing work is monitored and recorded regularly by staff against the level learning outcomes and set assessment criteria for each stage of the programme. Formative assessment offers constructive and supportive review of ongoing performance, identifies strengths and weaknesses and gives advice on future direction. A 'Cause for Concern' can be issued at any point which highlights any performance concerns and/or risk of failure alongside required 'Actions'.

Summative Assessment

Summative assessment evaluates individual performance for the stage in its entirety. Final submission work is assessed against the level learning outcomes and set assessment criteria for each stage of the programme. The final grade is determined by aggregation of grades for each course and is issued by Registry.

Formative and Summative Assessment methods include:

Tutorial	A reflective and critical discussion to provide feedback about work in progress. This may take place on a one-to-one basis with staff or involve a group.
Review	The presentation of work in progress or completed work. This may take place on a one-to-one basis with staff or involve a group. External parties may be present if relevant to the project.
Guidance Note	Record key areas of discussion specifically the future development of studio work.
Peer Evaluation	Completed by a student about another student in relation to group tasks within a project.
Self Evaluation	Completed by a student providing an opportunity to reflect on their work and progress.
Cause for Concern	Is issued when a student is not meeting work requirements or attending timetabled sessions. Registry will be notified if issues or concerns are not rectified within a stated period of time.
Record of Assessment	Written feedback completed by staff at either formative or summative assessment points.

13. Learning and Teaching Approaches:

Briefing	This takes place at the beginning of a project or a course. The brief is discussed and this is an opportunity for students to ask questions and to clarify aspects of the project or course.
Tutorial	A reflective and critical discussion to provide feedback about work in progress. This may take place on a one-to-one basis with staff or involve a group.
Group Meeting	An organisational meeting between staff and students or students and students, relevant to a project or event.
Review	The presentation of work in progress or completed work. This may take place on a one-to-one basis with staff or involve a group. External parties may be present if relevant to the project.
Induction	An introduction to a resource (such as I.T, Library or Workshop)
Lecture	A formal presentation given by staff or visiting speaker
Technical Demonstration	Learning through the observation of a technical process normally demonstrated by a member of technical staff.
Technical Workshop	Learning through the observation and practice of a technical process.
Pastoral Appointment	A meeting available to students with a member of academic staff to discuss issues of a personal nature or relating to general welfare which may be affecting their academic progress. Pastoral appointments are timetabled for all new students within the department. Appointments can also be arranged with staff as necessary.
Guidance Note	Record key areas of discussion specifically the future development of studio work.

Peer Evaluation	Completed by a student about another student in relation to group tasks within a project.
Self Evaluation	Completed by a student providing an opportunity to reflect on their work and progress.
Cause for Concern	Is issued when a student is not meeting work requirements or attending timetabled sessions. Registry will be notified if issues or concerns are not rectified within a stated period of time.
Record of Assessment	Written feedback completed by staff at either formative or summative assessment points.
Formative Assessment	Feedback given in the form of a Record of Assessment that provides an indication of performance and levels of attainment reached up until that point or at the end of a project or course.
Summative Assessment	The final point of assessment, an official grade is issued from Registry.

14. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

Art and Design 2008

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement---Art-and-design-.aspx>

15. Additional Relevant Information:

Project Briefs

Briefs are dyslexia-friendly and use plain language (therefore clearer to all students). Academic and support staff contact time is made explicit. Students are aware of with whom and when they can expect contact. Reading lists and online resources are identified to encourage students to use study time effectively. Aims and level learning outcomes of the brief are made clear. Work requirements and assessment criteria are made explicit and relate to the specified aims. Briefs include a suggested timetable for students (highlighting key dates) to assist them manage their study time effectively.

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.

Department of Fashion and Textiles Archive

The Department of Fashion and Textiles has a small-scale archive of Textile related material including a recently acquired archive of historical clothing and knitwear providing an excellent study

resource for students on the programme.

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 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 markets. Students wishing to use CAT will be required to have a working knowledge of Photoshop or equivalent software.

The Centre for Advanced Textiles also runs an Industrial Placement Scheme which students are encouraged to participate in.

Industrial Placement (Optional)

Students on the programme can opt to undertake a period of industrial placement normally in the summer period between Stages 2 and 3 and/or between Stages 3 and 4, however this is not credit rated.

Undertaking Industrial Placement offers additional learning opportunities and enables students to:

- gain relevant industrial experience through industrial placement
- gain insights and appreciation of the culture and practice of the Fashion or Textile Design related workplace
- analyze and communicate experiences of working practice in industry put programme content and study into perspective
- develop subject specialist, career planning and professional skills
- enhance opportunities for, and understanding of potential careers and personal development

Cross GSA workshops

Students on the programme also have access to specialist workshops across GSA. The formal mechanism for accessing these facilities is via the Department of Technical Support.

Collaboration (and collaboration guidelines)

There are various opportunities throughout the programme for students on the Fashion Design and Textile Design pathways to work collaboratively.

Final Year students from the different pathways may collaborate with each other so long as the nature and extent of the collaboration is negotiated and agreed by the relevant Subject Leaders 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.)

Final Year students on the programme may outsource specialist manufacturing (particularly where resources are unavailable at GSA). Again this must be negotiated and agreed with the relevant Programme/Subject Leader.

16. Programme Structure and Features:
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REFERENCE NUMBER	TITLE OF COURSE	CREDIT	ASSESSMENT WEIGHTINGS %
STAGE 1	Fashion Design Pathway	CRD: LEVEL 7	EX CW
TOTAL CREDITS		120	
Studio	Specialist Discipline Fundamentals	60	50.0%
Studio	Thematic Design Studies	10	8.3%
Studio	Generic Design Studies (Drawing)	10	8.3%
DPL	Design Process Log (Core)	10	8.3%
FoCI	Cross School Course	10	8.3%
FoCI	From the Classical to the Postmodern	10	8.3%
FoCI	FoCI Critical Inquiry 1: Places, Economies, Cultures	10	8.3%
STAGE 1	Textile Design Pathway	CRD: LEVEL 7	EX CW
TOTAL CREDITS		120	
Studio	Specialist Discipline Fundamentals	60	50%
Studio	Thematic Design Studies	10	8.3%
Studio	Generic Design Studies (Drawing)	10	8.3%
DPL	Design Process Log (Core)	10	8.3%
FoCI	Cross School Course	10	8.3%
FoCI	From the Classical to the Postmodern	10	8.3%
FoCI	FoCI Critical Inquiry 1: Places, Economies, Cultures	10	8.3%
STAGE 2	Fashion Design Pathway	CRD: LEVEL 8	EX CW
TOTAL CREDITS		130	
Studio	Research, Drawing and Colour for Shape, Cut and Silhouette	30	25%
Studio	Cut Drape and Construction Skills + CAD	30	25%
Studio	Approaches to Fashion Design	30	25%
DPL	Design Process Log (Core)	10	8.3%
FoCI	Origins, Histories and Consequences of Design	10	8.3%
FoCI	Approaches in Fashion and Textile History	10	8.3%
FoCI	FoCI 2: Contemporary Cultures in Art, Design and Architecture	10	8.3%

STAGE 2	Textile Design Pathway	CRD: LEVEL 8	EX CW
TOTAL CREDITS		130	
Studio	Research, Drawing and Colour for Surface and Structure	30	25%
Studio	Surface and Structural Technical Skills + CAD	30	25%
Studio	Approaches to Textile Design	30	25%
DPL	Design Process Log (Core)	10	8.3%
FoCI	Origins, Histories and Consequences of Design	10	8.3%
FoCI	Approaches in Fashion and Textile History	10	8.3%
FoCI	FoCI 2: Contemporary Cultures in Art, Design and Architecture	10	8.3%

STAGE 3	Fashion Design Pathway	CRD: LEVEL 9	EX CW
TOTAL CREDITS		120	
Studio	Fashion Design for Specific Contexts	40	33.3%
Studio	Research, Drawing and Colour for Specialist Shape, Cut and Silhouette	30	25%
Studio	Subject Specialist Technical Skills	10	8.3%
CD/CAFP	Professional Skills	10	8.3%
DPP	Design Process Portfolio (Project Development)	10	8.3%
FoCI	Contexts of Critical Inquiry in Design: Situation, Relation, Research	10	8.3%
FoCI	FoCI 3: Approaches to Research in Art and Design Criticism	10	8.3%

STAGE 3	Textile Design Pathway	CRD: LEVEL 9	EX CW
TOTAL CREDITS		120	
Studio	Fashion Design for Specific Contexts	40	33.3%
Studio	Research, Drawing and Colour for Surface or Structure	30	25%
Studio	Subject Specialist Skills	10	8.3%
Studio	Professional Skills	10	8.3%
DPP	Design Process Portfolio (Project Development)	10	8.3%
FoCI	Contexts of Critical Inquiry in Design: Situation, Relation, Research	10	8.3%
FoCI	FoCI 3: Approaches to Research in Art and Design Criticism	10	8.3%

STAGE 4 Fashion Design Pathway		CRD: LEVEL	
(Essay)		10	EX CW
TOTAL CREDITS		120	
Studio	Self Directed Design and Advanced Subject Specialist Skills	60	50%
Studio	Self Directed Research, Drawing and Colour	20	16.7%
DPP	Design Process Portfolio (Collection Development)	20	16.7%
FoCI	FoCI 4 (Essay / Curatorial Rationale / Critical Journal)	20	16.7%

STAGE 4 Textile Design Pathway		CRD: LEVEL	
(Essay)		10	EX CW
TOTAL CREDITS		120	
Studio	Self Directed Design and Advanced Subject Specialist Skills	60	50%
Studio	Self Directed Research, Drawing and Colour	20	16.7%
DPP	Design Process Portfolio (Collection Development)	20	16.7%
FoCI	FoCI 4 (Essay / Curatorial Rationale / Critical Journal)	20	16.7%

STAGE 4 Fashion Design Pathway		CRD: LEVEL	
(Dissertation)		10	EX CW
TOTAL CREDITS		120	
Studio	Self Directed Design and Advanced Subject Specialist Skills	60	50%
Studio	Self Directed Research, Drawing and Colour	20	16.7%
FoCI	FoCI 4 (Dissertation)	40	33.3%

STAGE 4 Textile Design Pathway		CRD: LEVEL	
(Dissertation)		10	EX CW
TOTAL CREDITS		120	
Studio	Self Directed Design and Advanced Subject Specialist Skills	60	50%
Studio	Self Directed Research, Drawing and Colour	20	16.7%
FoCI	FoCI 4 (Dissertation)	40	33.3%

17. Can exemptions be granted?

Yes No

If yes, please explain:

18. Does the programme comply with GSA APEL policy?

Yes No

If yes, please explain: GSA recognizes that applicants come from a wide variety of social, cultural and educational backgrounds and are willing to consider applications for admission from those who do not have the published conventional qualifications for admission and/or who wish to gain recognition for formal or informal study undertaken elsewhere

19. Are there any arrangements for granting advanced entry?

Yes No

If yes, please explain: Students may be granted advanced entry into Stages 2 or 3

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:
Via GSA internal transfer process (dependent on evidence of aptitude and potential and space availability)

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

Yes No

If yes, please clarify: Via GSA internal transfer process (dependent on evidence of aptitude and potential and space availability)

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

Students on the programme must achieve a pass in each course in order to proceed to the next 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:

24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

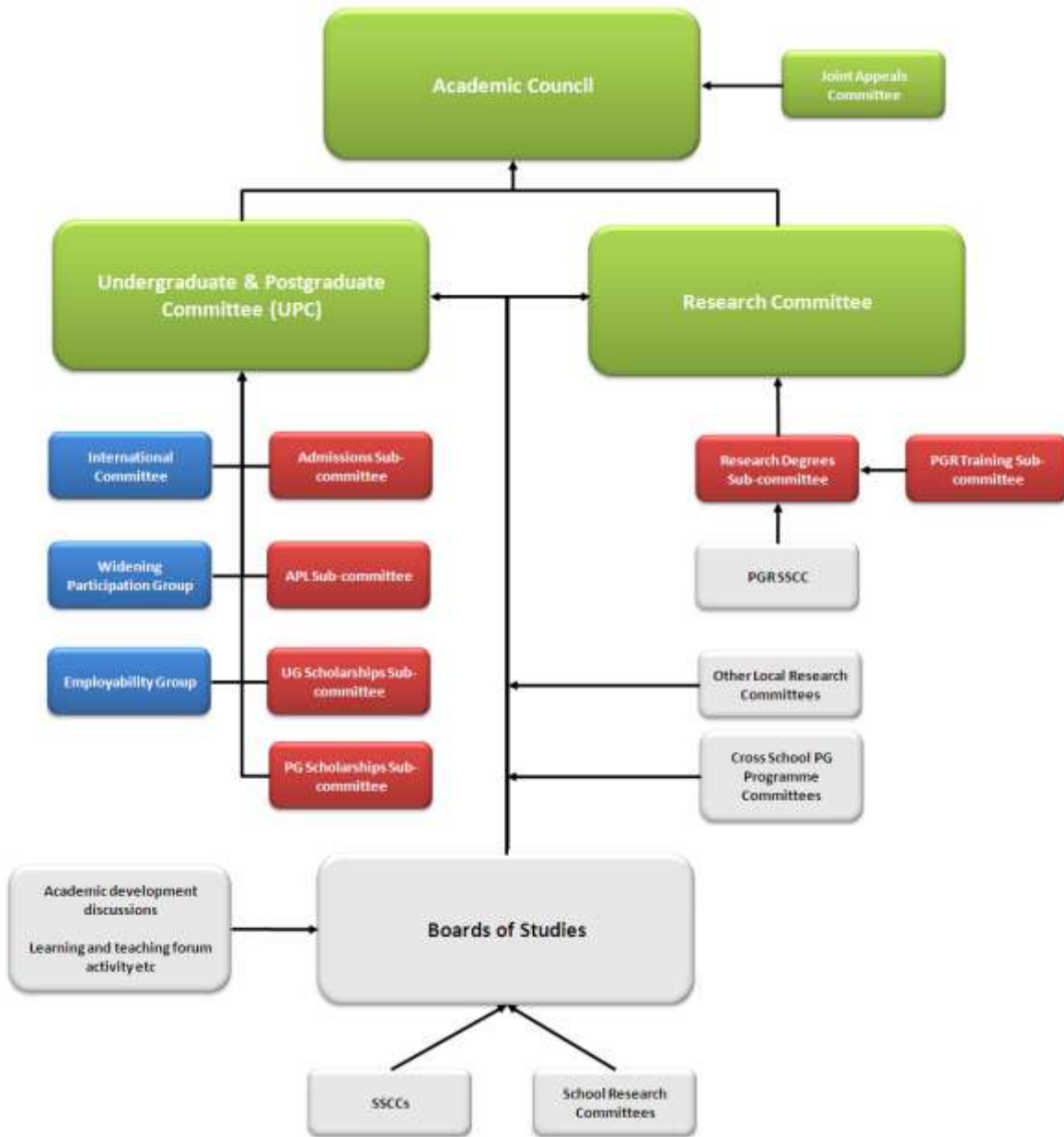
The teaching team will be led by the Programme Leader. The Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. He/She will be primarily responsible for the initiation of programme developments, and will have particular responsibility 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 Consultative Committee

25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme



b) Student feedback and representation

Student Staff Consultative Committees, questionnaires and focus groups are the main ways of obtaining student feedback.

Students will have the opportunity to feedback through the Student/Staff Consultative Committee (SSCC), a forum for discussion about all aspects of the programme and student experience at the GSA. The SSCC will meet during each stage of the Programme and will report to the School of Design's Postgraduate Sub-Committee.

c) Programme based student support

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.

Students may contact any member of staff if they are experiencing problems of a personal nature or relating to general welfare which may be affecting their academic progress. Staff will then advise students as to the most appropriate sources of support where required.

Briefs will be dyslexia-friendly and use plain language (therefore clearer for all students). Academic and support staff contact time will be made explicit. Students will be aware of with whom and when they can expect contact. 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.

EXTERNAL EXAMINER:

Ms Patricia Dillon

Division Leader - Design and Applied Arts, University of Wolverhampton