

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
Master of Design Fashion and Textiles	N/A	MDFASTXFT & MDFASTXPT

Head of School	Prof Irene McAra-McWilliam
Head of Department/Programme Leader	Jimmy Stephen-Cran
Programme Contact	Beca Lipscombe

Minimum Duration of Study	12 FT 24 PT
Maximum Duration of Study	Click here to enter text.
Mode of Study	Full-time, Part-time
Award to be Conferred	Master of Design Fashion and Textiles
Exit Awards	Stage 1 - PG Cert Stage 2 - PG Dip Stage 3 – Master of Design
Source of Funding	Self-funding

2. Academic Session:

2011-2012

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:

N/A

8. Entry Qualifications**8.1 Highers**

N/A

8.2 A Levels

N/A

8.3 Other

Applicants should normally have a good first degree in a relevant subject area, or equivalent industrial or professional experience.

Applicants are required to submit:

- Completed application form
<http://www.gsa.ac.uk/study/graduate-degrees/how-to-apply/>
- Statement of Intent (approx 500 words).
- Submission of a portfolio of work consisting of 10 loose A4 colour copies of their design work*. Each sheet should be clearly labelled with the applicant's name.

The colour copies should include evidence of ability and:

0. Personal Research
1. Drawing
2. Colour Work
3. Design Work (paper and fabric)
4. Technical skills in either Print, Weave, Knit, Embroidery, Decoration or Cut, Shape and Construction
5. Fashion potential and awareness

***Submitted portfolios will not be returned.**

Applicants may submit their portfolio on CD/DVD however, a paper submission is preferred. In the instance of submitting a digital portfolio, images should be 300dpi

8.4 IELTS Score Required on Entry

6.0 or equivalent

9. Programme Scope:

The MDes in Fashion and Textiles at The Glasgow School of Art is an advanced skills postgraduate programme designed to meet the ambitions of motivated fashion or textile graduates who wish to extend, develop and hone their individual 'design signature'. The programme attracts and welcomes

two different 'types' of fashion design student each with a characteristically different approach. One can broadly be described as 'textile (or surface) led' with a design approach considered to be from the 'textile-outwards'. The other can broadly be described as 'silhouette (or shape) led' with a design approach considered to be from the 'silhouette-inwards'. Textile-led fashion designers are more concerned with the surface (print, embroidery, decoration) or structure (weave, knit) of the fabric in a garment and tend to think more in two dimensions when designing. Silhouette-led designers are more concerned with the shape, cut, outline and construction of a garment and tend to think more in three dimensions when designing.

10. Programme Aims:

The programme aims to offer each student the opportunity to:

- Gain advanced skills and knowledge within a determined fashion context
- Challenge, analyse and interpret their individual design process and apply, present and communicate those findings in a purposeful and effective manner
- Make objective judgements alongside a personal philosophy in relation to the issues raised by their individual fashion concerns
- Recognise, understand and develop their individual creative identity and locate an appropriate fashion 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, Origination and Investigation, offers each student the opportunity to develop:

- an understanding of current fashion contexts and historical perspectives associated with individual fashion interests
- an understanding of and ability to communicate their individual design process
- an understanding of the conceptual and practical requirements associated with developing a fashion collection
- an awareness of their individual design hand writing and its potential for fashion application
- professional skills such as independent learning, self-direction, decision making, initiative and personal responsibility.

10.2 Stage 2 Aims:

Stage 2, Experimentation and Progression, offers each student the opportunity to gain:

- individual approaches to two and three dimensional design skills appropriate for fashion development and application
- a considered understanding of, and ability to present and communicate their individual design process
- insight and direction in relation to their individual fashion interests
- knowledge of the conceptual and practical issues associated with designing a fashion collection
- practical professional skills including independent learning, self-direction, decision making, initiative and personal responsibility.

10.3 Stage 3 Aims:

Stage 3, Evaluation and Resolution, offers each student the opportunity to demonstrate:

- expert skills and knowledge within a determined fashion context
- a challenging analysis, interpretation and application of their individual design process, articulately presented and communicated
- objective judgements as well as a personal philosophy in relation to the issues raised by their fashion interests
- recognition and understanding of their individual creative identity and an appropriate fashion context for their ideas
- 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:

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10.5 Stage 5 Aims:

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11. Intended Learning Outcomes of Programme:

Stage 1

To successfully complete this stage students are required to demonstrate:

- an understanding of current fashion contexts and historical perspectives associated with their individual fashion interests
- an understanding of, and ability to communicate their individual design process
- an understanding of the conceptual and practical requirements associated with developing a fashion collection
- an awareness of their individual design hand writing and its potential for fashion application
- professional skills such as independent learning, self-direction, decision making, initiative and personal responsibility.

Stage 2

To successfully complete this stage students are required to demonstrate:

- an individual approach to two and three dimensional design skills appropriate for fashion development and application
- a considered understanding of, and ability to present and communicate their individual design process
- insight and direction in relation to their individual fashion interests
- knowledge of the conceptual and practical issues associated with designing a fashion collection
- practical professional skills including independent learning, self-direction, decision making, initiative and personal responsibility.

Stage 3

To successfully complete this stage students are required to demonstrate:

- expert skills and knowledge within a determined fashion context
- a challenging analysis, interpretation and application of their individual design process, articulately presented and communicated
- objective judgements as well as a personal philosophy in relation to the issues raised by their fashion interests
- recognition and understanding of their individual creative identity and an appropriate fashion context for their ideas
- discerning professional skills and qualities required for continued professional and personal development including independent learning, self-direction decision making, initiative and personal responsibility.

11.1 Intended Learning Outcomes of Stage 1

Knowledge and Understanding

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

- Demonstrate knowledge of historical and contemporary contexts relating to individual fashion interests
- Demonstrate knowledge of conceptual, processes associated with individual fashion interests
- Demonstrate knowledge of research methods and models associated with the design process

And will be able to:

- Research fashion ideas pertinent to individual interests and creative identity
- Acquire advanced technical and garment skills specific to individual design practice
- Seek a contextual 'position' for individual fashion interests

Applied Knowledge and Understanding

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

- Apply knowledge gained through investigation, research and analysis to individual design practice
- Manage and employ appropriate methods for scrutinising research and investigation
- Develop an appropriate framework for managing disparate types of information associated with their design process
- Reflect upon and evaluate disparate elements from research and investigation
- Identify potential solutions to a range of practical and theoretical problems raised through research and investigation

Professional Practice: Communication, Presentation, Working with Others

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

- Demonstrate confidence in articulating their own methodology of practice
- Identify formulae and skills required of subject specific technical calculations

- Demonstrate an ability to develop an appropriate framework for managing disparate types of information associated with their design process (developing advanced ICT skills where required)
- Monitor and review own learning with guidance
- Contribute to peer review, offering and receiving feedback
- Demonstrate an ability to meet deadlines

11.2 Intended Learning Outcomes of Stage 2

Knowledge and Understanding

On successful completion of the stage the student will be able to demonstrate:

- An understanding of issues associated with the 'aesthetics' of individual fashion interests
- An understanding of conceptual and practical processes associated with individual fashion interests
- An understanding of theoretical models associated with the creative process

And will be able to:

- Explore and develop fashion ideas pertinent to individual interests and creative identity
- Develop advanced technical and garment skills specific to individual interests and creative identity
- Identify a contextual 'position' for individual fashion interests and creative identity.

Applied Knowledge and Understanding

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

- Apply knowledge gained through experimentation and progression of practice
- Draw out provisional thematic areas in relation to their design process based on analysis of research and experimentation
- Draw together a variety of visual information and experimentation in different forms to support the progression of individual design process
- Recognise and assess methodological issues as they apply to their own design practice
- Develop and test various solutions to practical and theoretical problems raised through experimentation

Professional Practice: Communication, Presentation, Working with Others

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

- Demonstrate an ability to clearly articulate the complexities of their individual design process in visual form
- Test formulae and develop requisite skills in making technical skills
- Direct own learning with moderate guidance
- Interact effectively within group critique: giving and receiving feedback
- Demonstrate the management of available time and resources over a designated period of study

11.3 Intended Learning Outcomes of Stage 3

Knowledge and Understanding

On successful completion of the stage the student will be able to articulate:

- A positioning of individual fashion ideas in the professional world
- Conceptual, critical and practical processes associated with individual fashion interests
- A detailed knowledge of individual design process

And will be able to:

- Develop and resolve fashion ideas pertinent to individual interests and creative identity
- Demonstrate advanced technical and garment skills specific to individual interests and creative identity
- Recognise the contextual 'position' for individual fashion interests and creative identity

Applied Knowledge and Understanding

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

- Apply knowledge gained through evaluation and resolution of practice to their individual design process
- Challenge and analyse in the individual design process and present a cogent argument
- Integrate a range of information from primary and secondary sources to support the cohesive resolution of individual design practice
- Make objective judgements alongside a personal philosophy in relation to the issues raised by their fashion concerns
- Apply appropriate and individual solutions to resolve practical and theoretical problems

Professional Practice: Communication, Presentation, Working with Others

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

- Demonstrate an ability to present visual information to a professional standard
- Apply and practice requisite skills in making technical calculations
- Demonstrate competence of specialist IT skills including image editing, document production, page layout and print management
- Manage own learning with minimum guidance
- Evaluate and integrate role of group and interaction in individual practice
- Demonstrate a critical self-awareness, which informs and shapes practice

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

N/A

Applied Knowledge and Understanding

N/A

Professional Practice: Communication, Presentation, Working with Others

N/A

11.5 Intended Learning Outcomes of Stage 5

Knowledge and Understanding

N/A

Applied Knowledge and Understanding

N/A

Professional Practice: Communication, Presentation, Working with Others

N/A

12. Assessment Methods:

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

- Directed study
- Self-directed study
- One-to-one guidance and progress check
- Group work
- Lecture
- Seminar
- Critique
- Progress review
- Self-evaluation /staff evaluation
- Work-in-progress presentations
- Formal presentation
- Practical workshop/technical demonstration
- ICT and library induction

Methods for Assessing/Evaluating Outcomes

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

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

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13. Learning and Teaching Approaches:
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A weekly programme of study, for the 12 month programme, 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 Practice, and/or Design Process Tutor on a regular basis, typically fortnightly.

Formative Assessment

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. (Risk of failure can also be indicated).

N.B. Students are actively encouraged to engage in reflective and analytic scrutiny of self and work as part of their on-going learning.

Summative Assessment

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 through the assessment of Studio Practice, DPP submissions, Electives and The Exit Portfolio.

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

None

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 undergraduate Head of Department and the F+T Programme Leader and the process of the collaboration is made explicit and accountable in the Design Process Portfolio.
- Students on the programme may collaborate with fellow postgraduates (e.g. for styling/exhibition/marketing purposes) so long as the collaboration is made explicit and accountable in the Design Process Portfolio 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 manufacturers/outworkers. Again this must be made explicit and accountable as part of the Design Process Portfolio 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 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, creative 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:

Stage 1	Credit Weighting
Studio Practice 1 Origination and Investigation	30 credits
Design Process Portfolio 1 Origination and Investigation	15 credits

Core Research Skills	15 credits
Stage 2	Credit Weighting
Studio Practice 2 Experimentation and Progression	30 credits
Design Process Portfolio 2 Experimentation and Progression	15 credits
Elective	15 credits
Stage 3	Credit Weighting
Studio Practice 3 Evaluation and Resolution	30 credits
Design Process Portfolio 3 Evaluation and Resolution	15 credits
Exit Portfolio	15 credits

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:

19. Are there any arrangements for granting advanced entry?

Yes No

If yes, please explain:

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:

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

Yes No

If yes, please clarify:

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

Students on the programme must complete and pass each stage in order to proceed to the next stage. Full information about progression can be found in Glasgow University's calendar of regulations.

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 Programme Leader is responsible for:

- Determining the character and ensuring the overall quality assurance of the programme
- Ensuring progression from application to enrolment through to graduation
- Preparation of the student handbook
- Attending relevant meetings
- Organising the examination procedure
- Academic leadership of staff and students
- Management of resources – human/physical/financial
- Management and development of the curriculum including deployment of academic and technical staff
- Health and safety

The Practice Tutor/Programme Coordinator (responsible to Programme Leader) is responsible for:

- All resources, communication and teaching matters relating to the delivery of the agreed syllabus of the programme
- Monitoring students' progress and attendance
- Teaching and assessment
- In collaboration with the Programme Leader, planning and implementing the curriculum

The Pattern Cutting Tutor is responsible for:

- All resources, communications and teaching matters relating to the delivery of the pattern cutting and garment construction components of the curriculum
- Monitoring students' progress and attendance

- Teaching and assessment
- Planning and implementing the curriculum

The Design Process Portfolio Tutor is responsible for:

- All resources, communications and teaching matters relating to the delivery of the Design Process Portfolio
- Monitoring students' progress and attendance
- Teaching and assessment of the DPP
- Planning and implementing the curriculum

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

Responsibility for the conduct of the programme will rest with the Programme Leader. A Student/Staff Consultative Committee 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. The Student/Staff Consultative Committee will report to the School of Design Board of Studies, which in turn reports to the Undergraduate and Postgraduate Committee.

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
- Annual Programme Monitoring
- Periodic Review

- Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)

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.

Quality Enhancement Questionnaires are issued to students to obtain feedback on the quality of the programme delivery both within the specialist subject and School of Design as a whole.

Feedback is sought through anonymous structured questionnaires. Programme specific questionnaires are issued at the end of each stage and Design School wide questionnaires are issued at the end of session.

c) Programme based student support

In anticipation of the learning and teaching support needs of a cohort which may include ESL students and dyslexic students, the programme will employ the same briefing guidelines used on the undergraduate Fashion and Textiles programme to ensure a clear understanding of the teaching and learning experience.

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 in managing their studio and independent study time effectively.

EXTERNAL EXAMINER:

Ms Linda Watson

Reader in Fashion

Northumbria University