Programme Specification and Curriculum Map for MA Fashion

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| **1. Programme title** | MA Fashion Pathways:Fashion DesignFashion Communication and PromotionFashion TextilesJewellery and Accessories |
| **2. Awarding institution**  | Middlesex University |
| **3. Teaching institution**  | Middlesex University |
| **4. Programme accredited by**  | N/A |
| **5. Final qualification**  | MA |
| **6. Academic year** | 2013/14 |
| **7. Language of study** | English |
| **8. Mode of study** | Full time or Part time |

**9. Criteria for admission to the programme**

Appropriate qualifications or experience

* A good honours degree in a relevant subject (1st or 2.1) – or recognized equivalent professional qualification
* Applicants with a good honours degree in a relevant subject and substantial experience working within the field.
* Applicants without the normal qualifications but who have extensive and substantial work experience in appropriate areas may be considered through accreditation of prior learning (APEL).

In all cases, admission is dependant on

* Evidence of subject-related skills (through submission of a portfolio of work or equivalent, as hard copy and/or PDF or PowerPoint files and interview)
* Sufficient command of the English language – those applicants for whom English is not the first language must demonstrate evidence of attainment by an IELTS overall score of 6.5 or higher (with no component achieving less than 6), or equivalent. Applicants with less than six in any component score are strongly recommended to undertake the University’s Pre-Sessional English Language Course
* Supportive academic/professional references
* A personal statement outlining in general terms the pathway you wish to study with reference to the following guideline headings:
1. A working title of the subject matter you wish to explore
2. Background experience directly or indirectly relevant to your proposed area of study c) any thoughts you may have as to how the research might be done (even though this may change later) and any possible outcome(s)
3. An indication of the resources you consider necessary to undertake your investigation e) evidence of an initial exploration in the area of the project of any research and design that has already been carried out by the applicant and/or others.

**10. Aims of the programme**

The programme aims to:

* provide a dynamic academic environment that can be tailored to meet student’s individual objectives.
* stimulate innovative thinking through understanding of subject context and exposure to multidisciplinary learning experiences and opportunities.
* foster a reflective approach to the research and design process.
* develop critical and practical skills that enable students to systematically initiate, develop and realise professional standard projects.
* provide students with advanced professional skills to work efficiently and creatively within a team or set up their own business.

**11. Programme outcomes**

**A. Knowledge and understanding**

On completion of this programme the successful student will have knowledge and understanding of :

1. key concepts in research and design thinking and different research and design methodologies
2. current, related practice at the forefront of their field and the connections between theory and practice.
3. the position of own personal practice in a wider context (creative, professional, cultural)

challenge connections between theory and practice

 **Teaching/learning methods**

Students gain knowledge and understanding through workshops, lectures, weekly seminars and self-directed study.

**Assessment Methods**

Students’ knowledge and understanding is assessed by coursework, including presentations and reports.

**B. Cognitive (thinking) skills**

On completion of this programme the successful student will be able to:

1. articulate research and design problems and pertinent questions
2. *assess* the validity of evidence through rational disputation
3. evaluate the process by which decisions – deliberate or intuitive – are arrived at
4. demonstrate a capacity forcritical reflection, identifying appropriate research/design needs and considering the means and methodologies for meeting them.
5. apply metacognitive strategies towards developing their own practice.

***Teaching/learning methods***

Students learn cognitive skills through workshops, weekly seminars, presentations, coursework and self-directed study.

**Assessment Method**

Students’ cognitive skills are assessed by coursework, including participation in weekly seminars, project work, reports and dissertation. The criteria for assessment are both generic across level 4 as well as specific to the module.

**C. Practical skills**

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

1. manage (plan, organize, monitor, progress and complete) a complex research or design project
2. apply discipline-specific conceptual and technical skills at an advanced professional level
3. make effective use of databases and other knowledge resources
4. master principles and conventions of communication in research and design.

**Teaching/learning methods**

Students learn practical skills through workshops, weekly seminars, coursework and self-directed study.

**Assessment Method**

Students’ practical skills are assessed by coursework, including project work, reports, presentations and dissertation. The criteria for assessment are both generic across level 4 as well as specific to the module.

**D. Post graduate Skills**

On completion of this programme the successful student will be able to:

1. apply reflective practice strategies towards self-managed learning and professional practice
2. make use of a group as a creative resource
3. plan for effective career development.

communicate effectively orally and in writing with a variety of interlocutors, applying appropriate rhetorical structures

***Teaching/learning methods***

Students acquire graduate skills through weekly seminars, coursework and self-directed study.

***Assessment method***

Students’ graduate skills are assessed by coursework, including participation in weekly seminars, project work, reports, and presentations. The criteria for assessment are both generic across level 7 as well as specific to the module.

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| **12. Programme structure (levels, modules, credits and progression requirements)** |
| **12. 1 Overall structure of the programme** |
| The programme is undertaken full-time in one calendar year (September to September) of three consecutive 15-week stages (12 teaching weeks + 3 assessment weeks); and also part-time in five stages (2 in Year One + 3 in Year Two) over two years. At present, there is only one entry point in Stage One (October).Each 30-credit module requires a total of 18 hours of study per week (comprising taught sessions, independent study, the use of studios and workshops, and presentations by visiting professional practitioners). Full-time students undertaking 60 credits per stage should expect to commit 36 hours per week to their studies, while the study time of part-time students is pro-rata to the amount of credits taken at each stage.Students take the equivalent of three 60-credit Level 7 modules. There is an exit award after 60 credits (PgCert) and after 120 credits (PgDip). On completion of the PgDip stage, students then take one 60 credit module, to a total of 180 credits for their final award. The title of the final award will be based on the chosen pathway and supported by the practical outcome of student work.October to February: The Foundation in Postgraduate Studies module **FSH4001** introduces students to the skills necessary for the initiation and development of a self-directed design research project. The Research, Experimentation and Context module **FSH4002** enables students to conduct preliminary experimentation and research into their chosen specialist area and define their project. The outcome of this module is a clear project proposal that forms the Learning Agreement; here the student and supervisory academic team will identify what further specialist training they need to fulfil project objectives. Both modules consist of regular subject seminars, tutorials and workshops. Contact teaching is front-loaded in **FSH4001** and **FSH4002**, progressing towards an increasingly self-directed mode of study through periodic individual and group supervision. Additional workshop training and specialist tutor support identified and agreed by the student and academic team in the Learning Agreement will take place during **FSH4003**. Students attend a series of talks and presentations by visiting professionals, which take place from October to May. During **FSH4003** and **FSH4004** students are expected to work independently while attending regular supervisory tutorials.The final submission for the MA Fashion programme is a fully realised body of pathway specific practical work and critical report with all backing research and supported by a viva. |

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| **12.2 Levels and modules**  |
| **Level 7** |
| COMPULSORY | OPTIONAL  | PROGRESSION REQUIREMENTS |
| Students must take all of the following:FSH4001 30 creditsDES4102 30 creditsFSH4003 30 creditsFSH4004 30 credits | N/A |  |

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| **12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)** |
| Module level | Module code |
| N/A |  |
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| **13. Curriculum map** |
| See Curriculum Map attached |

**14. Information about assessment regulations**

Modules FSH4001, FSH4002 and FSH4002 are graded on Pass/Fail. The final module FSH4004 Project Resolution is graded on the University 1–20 marking scale, which determines the level of the Award (Pass, Merit or Distinction). For complete assessment regulation details, please refer to the University Regulations. Self-deferral is not allowed on any of the modules – students seeking to defer must consult the Assessment Administrator.

For specific issues, please see Middlesex University Regulations

**15. Placement opportunities, requirements and support (if applicable)**

Placements are not offered on the programme, however self-initiated placements etc are encouraged and will be treated supportively.

**18. JACS code (or other relevant coding system)**

W230 ???

**19. Relevant QAA subject benchmark group(s)**

Art and Design ???

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| **20. Reference points**The following reference points were used in devising the programme* Middlesex University Regulations – http://www.mdx.ac.uk/regulations/
* Middlesex University Learning, Teaching & Assessment Strategy
* Middlesex University Learning Framework and Curriculum Design Guide
* Middlesex University Corporate Plan
* QAA National Qualifications Framework
* Subject Benchmark Statement AR 055 3/2002 – Art & Design
* Art & Humanities Research Council – Research Skills Training requirements for Research Students
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Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

**21. Other information**

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the programme handbook and the University Regulations.

Curriculum map for MA Fashion

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

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| Knowledge and understanding | Practical skills |
| A1 | key concepts in research and design thinking and different research and design methodologies | C1 | manage (plan, organize, monitor, progress and complete) a complex research or design project |
| A2 | current, related practice at the forefront of their field and the connections between theory and practice. | C2 | apply discipline-specific conceptual and technical skills at an advanced professional level |
| A3 | the position of own personal practice in a wider context (creative, professional, cultural) | C3 | make effective use of databases and other knowledge resources |
| A4 | challenge connections between theory and practice | C4 | master principles and conventions of communication in research and design. |
| Cognitive skills | Graduate Skills |
| B1 | articulate research and design problems and pertinent questions | D1 | apply reflective practice strategies towards self-managed learning and professional practice |
| B2 | assessthe validity of evidence through rational disputation | D2 | make use of a group as a creative resource |
| B3 | evaluate the process by which decisions – deliberate or intuitive – are arrived at  | D3 | plan for effective career development. |
| B4 | demonstrate a capacity forcritical reflection, identifying appropriate research/design needs and considering the means and methodologies for meeting them. | D4 | communicate effectively orally and in writing with a variety of interlocutors, applying appropriate rhetorical structures |
| B5 | apply metacognitive strategies towards developing their own practice. |  |  |

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| A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |

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| **Module Title**  | **Module Code and Level** |
| A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Experimentation and Context | FSH 4001 |  | x |  |  |  |  |  |  | x |  |  |  | x | x |  |  |  |
| Foundations of Postgraduate Research | DES 4102 | x |  | x |  | x |  | x | x |  |  |  | x |  |  |  |  | x |
| Creative Practise | FSH 4003 |  |  | x | x |  |  | x |  | x |  | x |  |  | x | x |  |  |
| Masters Project | FSH 4004 |  |  |  | x | x | x |  | x |  | x |  |  | x |  |  | x | x |