

<b>Course Title</b>	BA (Hons) Fashion Design
Final Award	BA (Hons) Fashion Design
Interim Awards	Certificate of Higher Education in Fashion Design Diploma of Higher Education in Fashion Design BA Fashion Design
Awarding Body	Ravensbourne University London
Teaching Institution	Morley College London
HECOS code (with Subject percentage Splits if applicable)	<b>100054 – 60% Fashion</b> <b>100055 – 40% Fashion Design</b>
QAA Subject Benchmark	
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Study Load	<input checked="" type="checkbox"/> Full-time
Mode of study	<input type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Blended: studio based and online classes
Delivery Location(s)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Morley College London Waterloo <input type="checkbox"/> Morley College London Chelsea
Length(s) of Course(s)	30 weeks delivery per academic year with 1 additional reading week scheduled  CertHE: 120 credits DipHE: 240 credits Ordinary Degree: 300 credits BA with Honours: 360 credits
Type (open/closed)	Open
Validation period	5 years
Intended First Cohort Start Date	September 2023
Date produced/amended	May 2023
Course Leader	Lynda Kinne
Course Development Team Members	Jill Kennedy-McNeill Daniel Kinne Conchita Perez
Course Administrative Contact	Mark Dunford, Quality Enhancement Manager: Higher Education

**Course Description**

Fashion is synonymous with change. Through this course, you will be able to propose an alternative future for fashion. One that rejects boundaries of gender, established fashion culture, and wasteful and exploitative fashion systems. With a curriculum designed to question the current inherited practice and value systems in fashion education and the industry at large our BA (Hons) Fashion Design seeks to create fashion innovators who eschew standard approaches and instead create and design

new processes to address the challenges of waste, inclusion, and environment facing the industry.

Our distinctive approach to fashion education reflects a future-facing route to industry that can place you at the forefront of innovation. One where design fuses inclusion, technology, ethical practice, and sustainability to support imagination and realisation. This vision drives all that we do, from reviving heritage skills to adapt them to the realities of an unstable future to supporting unconventional methods at every point of the process. Our approach is tactile, three dimensional, human centred and empathetic. It is agile, responsive and encourages uncompromising quality. We explore how design may be democratised to harness the power of innovation.

BA (Hons) Fashion Design candidates will work to this vision, defining fashion's future as well as their own. In parallel to our alternative approaches, you will gain an understanding of how to question traditional fashion archetypes. You will show curiosity towards learning supported by a willingness to unlearn what you may already know, overcoming challenges through resourcefulness and inquisitiveness. A playful approach to individual and group projects will help forge key working relationships and provide the foundation to affect positive change.

We invite you to radically re-design design itself.

Working across multiple fashion disciplines, you will develop a foundation for your practice to be continuously refined and added to throughout your studies and to aid employment as you progress into industry. Creativity and innovation are at the heart of all our practice in keeping with our guiding principles of design:

Social Inclusivity  
Innovative Design  
Inventive Method  
Ethically Produced

Our Social Inclusivity design principle can subvert the traditional market driven model by exploring conceptual outcomes suited to the diversity of the human experience, casting aside established concepts around gender, body image and beauty ideals. Racial and cultural diversity will form the foundation for meaningful discussions around decolonisation and cultural appropriation to encourage awareness, assess its impact, and embrace wider experiences. Design and material innovations alongside tech infused clothing can increase fashion's adaptability to suit extreme environments and the climate crisis in response to a rapidly changing world.

The principle of Innovative Design envisions new methodologies in research and development to support individual learning styles and interests. Design without drawing, design through making/un-making, materials thinking, and experimentation will foster creative practice, enhanced by digital fabrication, 3D printing, laser cutting and emerging technologies. Through an unconventional approach to fashion studies, students endeavour to replace existing commercial solutions with visionary and innovative design.

Through the principle of Inventive Method, students will generate design driven outcomes responding to challenging project briefs designed to open their minds to creative problem solving and new ways of thinking. Individuality and collaboration are key; students will be encouraged to negotiate between developing personal and collaborative responses to the

coursework while building confidence through the development of critical thinking skills. Students will be encouraged to look beyond independent practice to examine entrepreneurship, innovation, and cross-disciplinary collaborative thinking, building key relationships and enhancing their creative outcomes.

Our approach to the principle of Ethical Production is a holistic one. An entrepreneurial spirit focussed around circular, regenerative, and restorative business practices will empower students to forge their own path to financial sustainability. Traditional factory production based on mass consumption and low wages will be challenged, from the individual garment to production at scale, in the exploration of new economic models such as the sharing economy, design for circular rental and design existing beyond the limits of 'in real life' garments such as virtual reality. Students will examine and question the established fashion ecosystem through the lens of sustainability and environmental conscience in support of new proposals for regenerative design. Students will engage with current thinking on repurposing the pre and post-consumer waste inherent in manufacturing alongside emerging practice in eco-manufacturing and biotechnology, exploring the potential for individual research and development.

Level 4: Students will focus on developing their core skills and creative capabilities to enable them to fully engage with the curriculum. Project briefs are designed to embed core competencies in analysis, reflection, and synthesis to cultivate effective communication. Integrated research skills training, written components, digital competencies, and the generation and development of design ideas builds confidence and equips students with the skills to explore pathway specific methodologies. Full induction into relevant equipment, tools, hardware and software.

Level 5: Students will refine their creative fashion practice through project briefs that inspire and guide them to define their fashion identity. Digital integration and creative materials exploration aimed at bridging the physical-digital gap will further develop skills in research, analysis, speculation, and innovation. A work placement unit at the end of the year will encourage links with industry to include up-and-coming design innovators alongside more established fashion brands and provide a valuable step to networking and progression. This exposure to professional life will support students in their coursework, allowing them to refine their workflow and project management skills in support of independent working practice.

Level 6: Conceptual development and experimentation through 2D and 3D processes allow students to excel in their practice, extending their boundaries through independent investigation with the potential for collaborative projects. Through thorough exploration of the juxtaposition between the idealistic and the realistic using personal research and analysis, students will distil their work into a cohesive professional identity articulated by the development and realisation of a final collection. Collaboration will form an integral part of the graduate collection, elevating final outcomes and supporting the development of key working relationships within the industry. Exploration of funding streams and sponsorship for innovation and invention may support product research and development. A focus on outreach and engagement will facilitate the transition from student to professional fashion practitioner through critical analysis of career options and entrepreneurship in relation to individual area of interest and body of work.

<b>Course Aims</b>	
	<ul style="list-style-type: none"> <li>• Enable students to formulate a response to a changing fashion landscape through innovation, adaptability, and resilience.</li> </ul>
	<ul style="list-style-type: none"> <li>• Enable students to further their creative practice through the research and development of ideas, concepts, and outcomes for a sustainable fashion future.</li> </ul>
	<ul style="list-style-type: none"> <li>• Equip students with specialist skills to support an identified area of practice and enable progression into employment.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop relevant skills in relation to chosen specialism by utilising traditional and inventive methods, communicating reflective thinking to evaluate their progress.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop resourcefulness through the application of analysis, engaging with problem solving and innovation to bring a solution focussed mind-set to bear to meet the needs of industry.</li> </ul>
	<ul style="list-style-type: none"> <li>• Enable students to anticipate and respond to evolving industry practice and a shifting consumer consciousness with an emphasis on inclusive design and emerging marketplace opportunities underpinned by strategic business planning.</li> </ul>
	<ul style="list-style-type: none"> <li>• Enable students to future-proof their practice by engaging with digital tools, professional equipment, and prototyping to complete tasks that anticipate and respond to emerging futures.</li> </ul>
	<ul style="list-style-type: none"> <li>• Equip students to develop inclusive fashion practice, responding to underrepresented groups and ethnic minorities through a wider cultural and social awareness, examining diversity of gender and culture in developing areas of fashion.</li> </ul>

**Course Learning Outcomes**

<p>The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p> <p>On completion of the <b>BA (Hons) Fashion Design</b> students will be able to:</p>	
Explore	Evidence an ability to formulate a response based on research through complex problem solving and to critically evaluate the outcomes within a Fashion discipline.
Create	Evidence of fully resolved outcomes to a high professional standard through ideation and experimentation to communicate individual creative identity in response to identified market or area of practice within Fashion.
Influence	Evidence of critical analysis of established systems within the field of Fashion, synthesising knowledge to communicate an informed position to implement change in response to the social, ethical, and environmental impact of Fashion.
Integrate	Evidence of reflective practice in applied research, experimentation and technology, assimilating collaboration and feedback to formulate a creative response to engage in entrepreneurship and professional development.

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and

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demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA Fashion Design** students will be able to:

Explore	Evidence an ability to formulate a response based on research through problem solving and to assess the outcomes within a Fashion discipline.
Create	Evidence of fully resolved outcomes through ideation and experimentation to communicate individual creative identity in response to identified market or area of practice within Fashion.
Influence	Evidence of understanding of established systems within the field of Fashion, synthesising knowledge to communicate an informed position in response to the social, ethical, and environmental impact of Fashion.
Integrate	Evidence of reflective practice in applied research, experimentation and technology, assimilating collaboration and feedback to formulate a response to engage in entrepreneurship and professional development

Where a student does not complete the full course, but exits with a Diploma of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of a **Diploma of Higher Education in Fashion Design** students will be able to:

Explore	Evidence an ability to conduct and apply research relating to a specified area of the Fashion discipline based on creative problem solving, reflecting on own practice.
Create	Evidence of resolved fashion outcomes through experimentation and testing to communicate an individual response to identified market or area of practice within fashion.
Influence	Evidence of understanding of established systems within the field of Fashion, demonstrating knowledge to respond to social, ethical, and environmental issues.
Integrate	Evidence of reflection informed by collaboration and feedback to demonstrate skills applicable to Fashion entrepreneurship and professional development.

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of a **Certificate of Higher Education in Fashion Design** students will be able to:

Explore	Evidence an ability to conduct and apply research relating to the Fashion discipline based on problem solving and reflection.
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Create	Evidence of fashion outcomes through experimentation and testing appropriate for an identified market or area of practice within fashion.
Influence	Evidence of understanding of social, ethical, and environmental issues within the field of fashion.
Integrate	Evidence of reflection informed by collaboration and feedback to demonstrate skills applicable to Fashion in support of personal development.

<b>Ravensbourne University Assessment Criteria</b>	
<b>Explore</b>	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
<b>Create</b>	Ideation Experimentation Technical Competence Communication and Presentation
<b>Influence</b>	Social Impact Ethical Impact Environmental Impact
<b>Integrate</b>	Collaboration Entrepreneurship and Enterprise Professional Development

**Core Competencies**

Each module learning outcome should be aligned to at least one competency.

<b>Competency</b>	<b>Definition</b>	<b>Aligned Assessment Criteria</b>
<b>Cognitive</b>	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: <ul style="list-style-type: none"> <li>Evaluate their own beliefs, biases and assumptions</li> <li>Evaluate strengths, weaknesses, and fallacies of logic in arguments and information</li> <li>Apply lessons from the past or learned knowledge and skills to new and varied situations</li> <li>Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques</li> <li>Devise and defend a logical hypothesis to explain observed phenomenon</li> <li>Recognise a problem and devise and implement a plan of action</li> </ul>	<b>Explore, Create, Integrate, Influence</b>
<b>Creative</b>	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	<b>Create</b>

<p><b>Professional</b></p>	<p>The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.</p>	<p><b>Integrate, Influence</b></p>
<p><b>Emotional, Social and Physical</b></p>	<p>Emotional -The intrapersonal ability to identify, assess, and regulate one’s own emotions and moods; to discriminate among them and to use this information to guide one’s thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:</p> <hr/> <ul style="list-style-type: none"> <li>• Self-awareness &amp; regulation (including metacognition)</li> <li>• Mindfulness</li> <li>• Cognitive flexibility</li> <li>• Emotional resilience</li> <li>• Motivation</li> <li>• Ethical decision- making</li> </ul> <hr/> <p>Social - The interpersonal ability to identify &amp; understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <hr/> <ul style="list-style-type: none"> <li>• Managing your audience</li> <li>• Coordinating with others</li> <li>• Negotiation</li> <li>• Creativity</li> <li>• People management</li> <li>• Leadership &amp; entrepreneurship</li> <li>• Service orientation</li> <li>• Active listening</li> <li>• Coaching and mentoring</li> </ul> <hr/> <p>Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include</p> <hr/> <ul style="list-style-type: none"> <li>• Self-discipline &amp; management</li> <li>• Attention</li> </ul>	<p><b>Explore, Influence, Integrate</b></p>

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	<ul style="list-style-type: none"> <li>• Reaction &amp; response time</li> <li>• Cognitive &amp; muscle memory</li> <li>• Managing stress</li> <li>• Physical resilience</li> </ul>	
<b>Cultural</b>	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	<b>Influence, Integrate</b>
<b>Enterprise and Entrepreneurial</b>	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	<b>Create, Influence, Integrate</b>
<b>Digital</b>	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	<b>Explore, Create, Integrate, Influence</b>
<b>Ravensbourne Return</b>	<ul style="list-style-type: none"> <li>• Engagement with in-house activities including mentoring other students, volunteering, acting as a student rep or ambassador.</li> <li>• Demonstrate a knowledge of current events and social issues</li> <li>• Identify their personal convictions and explore options for putting these convictions into practice</li> <li>• Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.</li> </ul>	<b>Explore, Create, Influence, Integrate,</b>

**Learning, Teaching and Assessment**

<b>Learning and Teaching methods</b>	<b>Assessment Strategy</b>
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Learning is achieved through project-based briefs with a focus on research driven creative practice and advanced technical skills.

Studio based classes  
 Online classes  
 Briefings and lectures  
 Guest speakers and practitioners  
 Collaborative project work  
 Field trips and site visits  
 Workshops  
 Individual and group presentations  
 Tutorials and critiques  
 Role playing  
 Focus groups  
 Fashion events  
 Gallery and museum visits  
 Interviews

Potential trans-disciplinary delivery may enhance peer networks and provide further enrichment.

Our blended delivery model underpins teaching and learning with an emphasis on digital literacy. Online engagement during scheduled sessions and self-directed study builds confidence in online working to enhance progression opportunities. Digital class sessions also support parity and encourage high attendance, leading to improved success rates amongst students from a wide variety of cultural, social, and ethnic backgrounds.

Students will be assessed through graded projects and coursework, collaborative or interdisciplinary group work, case study projects, work placement, assignments, and reflection. Achievement will be measured by completion of assignments to set deadlines, reflecting real world scenarios in a diverse range of formats, including:

- Academic and visual research files
- Sketchbook
- Portfolio
- Written assignments
- 2D and 3D experimentation and sampling
- Final garments, patterns, and prototypes
- Material explorations
- Computer Aided Design
- Digital and live presentations
- Evaluation
- Journaling

Formative submissions will provide developmental feedback using written and / or recorded verbal critiques to include peer groups and teaching staff. There will be at least one assessment point for formative feedback in each module of study, with larger modules having potential for multiple formative feedback points as appropriate for the scope of the module. Summative assessment will take place at the end of each module of study, with detailed feedback provided in writing.

**Level 4 Course Structure**

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
	Industry Brief: Working with a client	No	Mandatory	20
	Inclusive Design	No	Mandatory	20
	Fashion in Context	No	Mandatory	20
	Fabrication	No	Mandatory	20
	Professional Life and Practice 1	Yes	Mandatory	20
	Professional Life and Practice 2	Yes	Mandatory	20

**Level 5 Course Structure**

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
	Fashion Identity	No	Mandatory	20
	Collaborative Design Challenge	No	Mandatory	20
	Transformative Design	No	Mandatory	40
	Professional Life and Practice 3	Yes	Mandatory	20
	Work Based Learning	Yes	Mandatory	20

**Level 6 Course Structure**

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
	Design Synthesis	No	Mandatory	20
	Concept and Creation	No	Mandatory	40
	Graduate Collection	No	Mandatory	40
	Professional Life and Practice 4	Yes	Mandatory	20

**Learning Hours**

Learning Hours (per 20 credit module)				
Staff - Student Contact Hours			Independent Study Hours	
Formal Scheduled Teaching	48		Independent Study	152
<b>Total</b>				200

**Course Regulations**

**Entry Requirements**

Applicants for entry in Year 1 should have achieved a level 3 qualification with 48 UCAS points in fashion or a relevant art and design subject. GCSEs, grade 4/C or above, in Maths and English (or an equivalent level of qualification) is desirable. For non-native English speakers, an IELTS 5.5 is required.

Applicants for entry in Year 2 should have achieved all of the above plus a Level 4 qualification in fashion or textiles.

Applicants for entry in Year 3 should have achieved all of the above plus a Level 5 qualification in fashion or textiles.

We offer places based on portfolio and all students are expected to demonstrate computer literacy; for example, through a working knowledge of Microsoft Office programmes. All applicants are invited to participate in one of our signature Taster Days where you will have the opportunity to experience a range of practice sessions and to present your portfolio during a personal interview.

**Accreditation of Prior Learning (if applicable)**

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

**Conditions for Progression**

Students will be deemed to have passed a module if they achieve a (40%) for undergraduate students; or a (50%) for postgraduate students. Some modules, e.g. electives, use Pass/Fail grades and no marks are awarded. Pass/Fail grades are not used in the calculation of classifications for awards.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

**Reassessment of Failed Elements**

Failure or non-submission in any assessment will result in a Fail grade for the component and module.

A student shall be permitted three attempts at each assessment; one first sit and two resits.

Where a student successfully retrieves an assessment failure, the grade for the assessment will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved).

**Conditions for the Granting of Awards**

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A student who completes an approved course of study, shall be awarded a BA (Hons) Fashion Design.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate in Fashion Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Handbook.
2. Diploma in Fashion Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Handbook.

### Any derogation(s) from the Regulations required?

N/A

Student Support	
Assessment Regulations	

Course Learning Outcomes	Explore	Create	Influence	Integrate
<b>Level 4</b>				
Fabrication	X	X		X
Fashion in Context	X			X
Human Centred Design	X	X		X
Industry Brief: Working with a Client	X	X	X	
Professional Life Practice - Developing Your Practice			X	X
Professional Life Practice - Exploring Your Practice	X	X		X
<b>Level 5</b>				
Collaborative Design Challenge	X	X		X
Fashion Identity	X	X	X	X
Transformative Design	X	X	X	X
Professional Life Practice: Applying Your Practice	X	X	X	
Work Based Learning			X	X
<b>Level 6</b>				
Concept and Creation	X	X		
Graduate Collection	X	X	X	X
Design Synthesis	X	X	X	X

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Professional Life Practice - Situating Your Practice		X	X	X
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**Course Diagram**

<b>Level 4</b>		
<b>Semester 01</b>	<b>Semester 02</b>	<b>Semester 03</b>
Inclusive Design 20 credits	Fabrication 20 credits	
Fashion in Context 20 credits		Industry Brief: Working with a Client 20 credits
Professional Life Practice 1 20 credits	Professional Life Practice 2 20 credits	

<b>Level 5</b>		
<b>Semester 01</b>	<b>Semester 02</b>	<b>Semester 03</b>
Fashion Identity 20 credits		Work Based Learning 20 credits
Collaborative Design Challenge 20 credits	Transformative Design 40 credits	
Professional Life Practice 3 20 credits		

<b>Level 6</b>		
<b>Semester 01</b>	<b>Semester 02</b>	<b>Semester 03</b>
Concept and Creation 40 credits	Graduate Collection 40 credits	
Professional Life Practice 4 20 credits		Design Synthesis 20 credits