

## Award Information Form (AIF)

The AIF provides essential information to students, staff teams and others on a particular award or a group of awards in a programme and is designed to meet the University College's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.

Please refer to the **Guidance notes on completing Award Information Forms** before completing the details below

### SECTION 1 - General Award Information

<b>Qualification (award type)</b>	BA(Hons)
<b>Award Title</b>	Performance Sportswear Design
<b>Intermediate Qualification(s)</b>	Certificate of Higher Education. Diploma of Higher Education
<b>Awarding Institution</b>	University College Falmouth
<b>Location of Delivery</b>	Woodlane Campus
<b>Duration of Award</b>	3 years
<b>Professional, Statutory and Regulatory Body accreditation</b>	N/A
<b>Accreditation Renewal Date (Month and Year)</b>	N/A
<b>Route Code (SITS)</b>	BAPSWDF
<b>UCAS Course Code</b>	W232
<b>Relevant External Benchmarking</b>	Subject Benchmark Statement: 'Art and design' <b>QAA 238 03/08</b>

### SECTION 2 – Entry Requirements, Student Support and Further Opportunities

#### Entry requirements

Standard:

Standard entry requirements for UK students and students from the European Union – University College Falmouth recognises a wide variety of qualifications and/or relevant experience, and encourages applications from people of all ages, backgrounds and cultures, with a demonstrable interest in their subject. As well as the specific information listed on the individual course pages, please see the table of our entry requirements below.

This table refers to different 'level' qualifications e.g. A Levels are considered a 'Level 3' qualification. A BA(Hons) degree is a Level 6 qualification.

<b>For entry to Year 1 of an undergraduate degree</b>	
<b>Level 3 qualifications</b>	A levels (but not AS or A1 levels on their own)
Successful applicants to our undergraduate degree courses will have one of the following qualifications,	National Diploma

depending on the course applied for and its recommended entry requirements:	Foundation Diploma
	14-19 Advanced Diploma* (see below)
	International, French, European or Welsh Baccalaureate
	Scottish Highers
	Irish Leaving Certificate
	Access to HE Diploma
	Other appropriate qualifications evidenced through APL (Accreditation of Prior Learning) or other relevant experience evidenced through APEL (Accreditation of Prior Experiential Learning)
<b>*14-19 Advanced Diploma</b>  Of the subjects currently available through the 14-19 Advanced Diploma, two are suitable for particular BA(Hons) degrees at Falmouth:	<b>Creative &amp; Media</b> BA(Hons) Photography, Dance, Theatre and all Media degrees  <b>Manufacturing &amp; Product Design</b> BA(Hons) 3D Design
<b>For entry to Year 2 or 3 of an undergraduate degree</b>	
<b>Level 5 qualifications</b>  If you hold one of the following Level 5 qualifications, in a subject directly related to one of our BA(Hons) courses, you may apply to join Year 2 (or occasionally year 3) of that related degree:	Foundation Degree
	Higher National Diploma
	Other relevant and equivalent Level 5 qualifications evidenced through APL (Accreditation of Prior Learning)

For more information on the National Qualifications Framework, please go to <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

In addition to the qualifications listed above, there are also specific requirements for certain subject areas (see below).

Students from the European Union – If your first language is not English, it is really important that you

have the necessary English language skills before commencing your studies at UCF. While there is support for you, it is required that you first have the basic requirements of IELTS (or a recognised equivalent testing system) level 5.5 for foundation studies and level 6.0 for undergraduate degrees. Please visit [www.falmouth.ac.uk/international](http://www.falmouth.ac.uk/international) for further information.

International students – Academic qualifications are assessed on an individual basis by the International Office and equated to UK entry requirements using the UK NARIC qualifications database to ensure academic quality. Applicants also must meet the minimum English language requirement which is IELTS 5.5 for Foundation, IELTS 6.0 for undergraduate courses and IELTS 6.5 for postgraduate study. Other English language qualifications are accepted and assessed on an individual basis, but they must equate to the IELTS levels specified. International applicants are also required to submit a portfolio or examples of their work (where appropriate), along with two academic references and a personal statement

Additional:

You may be required to submit visual documentation of work to help us decide who to interview. This might be a portfolio or examples of other relevant practice.

## Student Support

The grouping of Academic Learning Support staff within Academic Services, work closely together to provide a responsive and vibrant learning support environment for students. Support is delivered by a range of staff from within Learning Futures including the Careers Advisory Team, the Educational Development Lecturers, the ASK: Academic Skills and Dyslexia Unit teams, the College's IT Trainer and the Learning Technology Team, who collaborate together and with others in Academic Services including the Academic Liaison Librarians to develop and deliver best practice.

**Academic Liaison Librarians** provide support and guidance to students on accessing and evaluating information, information retrieval and research methods and referencing software, Refworks for UCF. They are the main point of contact for Academic staff on developing collections: books, e-books, journals both print and electronic, images, databases, music collections and for research and dissertation support. The Academic Liaison Librarians also work with the ASK team to provide dissertation support and can provide seminars, workshops and one to one support. The Archives and Special Collections Service work closely with the ALL team and can provide workshops on archival collections and methods.

**The Careers Advisory Team** provides strong support for students during their period of study and offers a service beyond graduation. Careers Advisors work closely with academic staff at award and department level to deliver a series of presentations and workshops as well as one to one support.

**The Educational Development Lecturers** work alongside specified departments to support the development of retention and enhancement initiatives. A number of important initiatives have been undertaken over the course of the academic year, often alongside academic and other academic support teams.

**ASK: Academic Skills** provide a range of services to enhance student learning. ASK Advisors deliver lectures, workshops or group tutorials at the request of Academic Staff to support students in writing essays, dissertations, reports and journals; reading and research skills; presentation skills; time

management and organisation. There is also an individual tutorial service where students can seek advice about their academic work or study skills.

ASK also provide subject specific in-session English Language classes during the autumn and the spring terms. Students can book individual tutorials, but ASK do not proof-read written work. ASK also run a Pre-Sessional English course each September for students who have already met the requirements of their offer.

ASK advisors work closely with Academic Staff, Learning and Teaching, Learning Technology, Academic Liaison Librarians and the **Dyslexia Unit** to provide feedback on issues affecting student work and to shape workshop delivery to best support student needs. In particular, ASK works alongside the Dyslexia Unit to support students who are being assessed for dyslexia and works extensively with those students who have literacy difficulties but who are without designated support.

**The IT Trainer** provides a framework of IT Training workshops, ranging from introductory sessions with the computer in the early first term for students new to IT, through structured courses open to all students in InDesign, Illustrator, Photoshop and Dreamweaver which can be followed through to ACA level qualifications. Further training courses are available in Flash, Powerpoint, Digitising Documentation and the ECDL qualification, as well as tailored courses to meet the needs of specific awards. A range of IT training resources supplements the training and is available on The Learning Space.

Finally, **Learning Technology Support** play a key role within Learning Futures working closely with academic and academic support staff to ensure that the work of learning support teams is accessible and available in innovative ways that students can easily access. Through this team the technology underpinning many of the learning enhancements and support initiatives is realised.

There are also a number of pastoral student support services provided by the **Accommodation & Welfare** service, including a student counselling service.

### **Students with disabilities**

UCF is committed to supporting students with disabilities in accordance with requirements of the Disability Discrimination Act and the Equalities Act. Students with declared disabilities are invited to link with the Accessibility Service prior to commencing their academic course. UK and eligible EU students are supported via the Disabled Student Allowance. Students who are not eligible for DSA are supported via internal funding where possible.

The Accessibility Service works with the UCF Specialist Academic Skills unit (for learning difficulties) as well as internal support staff and external agencies to ensure that students with disabilities are supported as per need assessment recommendations.

### **Distinctive Features**

Performance Sportswear is a relatively new subject area and the award focuses on the increasingly important part sport and sportswear plays in our lives globally in the 21<sup>st</sup> c. Performance, comfort and protection are key concerns and the world of technologically advanced soft materials – so called techno-textiles can answer very specific needs and demands. Performance Sportswear looks at the

very design of the fibre, its structure and its application in the form of cutting and construction on the body.

Sport has made a major impact on the world of fashion with most major fashion houses having a separate sports line. With Performance Sportswear it is generally accepted that form follows function, however today it is critically important now that the sportswear designed is also desirable and beautiful. Having the Fashion and Performance Sportswear awards running in parallel provides an important cross-fertilization of ideas between the two awards. Additionally these students will stand out from their contemporaries through their understanding of the industry as truly global, from both manufacturing and consumer stand points. The global perspective will foster independence, critical thinking, motivation and positive and effective design practice.

Its focus on excellent technical facilities and supporting staff gives it an enviable position within fashion education as the workrooms are set up in exactly the same way as a medium sized factory unit, and we have a full suite of Performance Sportswear Equipment and technologies, including ultra-sonic welding, laser cutting, tape seaming, bonding equipment and digital printing.

To keep our global performance sportswear industry contacts we have a Video Conferencing suite with in the department where we can communicate and work on Live Projects around the world . We also use Skype as a conference tool.

Lecturing staff and technicians come from the performance sportswear Industry and have years of professional experience between them.

Excellent internships are available at the end of stage 2. Performance Sportswear C.V.s and interview practice guidance is provided. Past Performance Sportswear internships have included Decathlon – South of France , Rip Curl S.W. France , Helly Hanson – Norway , Finisterre Cornwall etc

Professional Practice is embedded in all projects throughout the 3 year award

The students take part in many ' Live Projects' throughout all 3 years on the award, and are exposed to fashion professionals who are invited to Falmouth to take part in informal 'In Conversations with' or to set and critique projects.

Study Trips are taken to Fashion Capitals every year where students take part in Store Reports and visit international Fashion Trade Shows, London in Stage One, and New York or an equivalent such as Barcelona and Florence in Stage 2.

Excellent Erasmus opportunities.

Excellent facilities and teaching for fashion C.A.D and fashion website design are imbedded within the award.

Falmouth Fashion Alumni are kept in contact with on a regular basis.

### **Career/further study opportunities**

On completing this award students are likely to progress to the following:

#### Indicative Careers:

Design Assistants  
Business Start up.  
Pattern Cutting  
C.A.D. for Performance Sportswear

Styling  
Performance Sportswear Journalism  
Performance Sportswear Marketing  
Product development

Destinations of former students have included working for the following companies: M.A.S. - Sri Lanka  
Sweaty Betty – London. GUL International - Cornwall, Umbro H.Q., Hurley – California

Internships include: Helly Hanson – Norway, Rip Curl – S.W. France, Decathlon – S.W. France

Further study:

Postgraduate study (MA/ MDes/ MBA) or a postgraduate teaching qualification (PGCE)

### **SECTION 3 – Teaching, Learning and Assessment**

#### **Educational Aims**

To realize the creative and intellectual potential of each student through the development of innovative and professional fashion or performance sportswear design.

To foster understanding of fashion and clothing design skills, and technologies and manufacturing processes applicable to fashion or performance sportswear design.

To encourage a critical understanding of the historical, cultural, and global contexts within which the fashion or performance sportswear industry operates.

To develop research, enquiry, analysis and communication skills to enable the origination, development, evaluation and dissemination of ideas and products.

To encourage and develop individual responses to learning which will enable the ongoing acquisition of skills and knowledge that can be applied to a diverse and evolving workplace.

To enable students to develop confidence, critical judgment and self-reliance.

#### **Learning Outcomes**

Upon successful completion of this award, you should be able to:-  
Demonstrate knowledge and understanding of:

LO 1. Principles of the design process within the context of fashion.

LO 2. Relevant movements, theories and concepts in culture and fashion design.

LO 3. Business practices within the fashion market.

LO 4. Design a targeted collection of work which demonstrates effective creative responses to the fashion market.

LO 5. Select and employ appropriate materials, technologies, techniques, and tools when developing and presenting ideas and collections appropriate to professional practice.

LO 6. Identify appropriate international markets and manufacturing sources for fashion designs.

LO 7. Critically position personal identity as a designer within an appreciation of professional, historical, cultural, social, economic, political and technological contexts.

LO 8. Communicate ideas in visual, oral and written forms, demonstrating an understanding of the needs of a range of different audiences and circumstances.

LO 9. Demonstrate an effective and reflective approach to project management independently, collaboratively and or/as a member of a team.

LO 10. Identify, apply and develop effective research methodologies to support practice and contextual understanding in current practice and future aspiration.

### **Teaching Strategy**

The learning and teaching strategies deployed within the award seek to reflect the rationale, aims and learning outcomes of the award and to engage the active participation of a committed group of academic staff and students. Underlying the range of strategies is the objective of encouraging the development of the critical practitioner and enabling the production of a mature body of work.

The key objective of these strategies is to encourage the development of professional, creative and critically aware practice.

The units of study provide the framework within which independent creative learning is initiated, developed and enhanced into professional design practice. The award is predicated on the premise that intellectual interrogation of personal practice within broad contextual considerations enhances design ability.

Students are prepared for the specific practices of assessment (essay-writing, report-writing, reflective log production, portfolio production, collection design, etc) through introductory explanatory sessions incorporated into the relevant modules. These study skills may be further enhanced through the use of Academic Support and the tutorial process.

The award is predicated on appreciation of the importance of the understanding and integration of the historic and theoretical contexts which inform practical work. It is anticipated that knowledge of history and theory will be demonstrated in a range of ways – including presentations, group work and working with images and ideas. The award team believes in making theory accessible and interesting to students through demonstrating its usefulness in interpreting artifacts and images and conceptualizing ideas.

This approach will be used in conjunction with more reflective written pieces of work, enabling students to interrogate material, research ideas and develop arguments in a thorough and sustained manner - work which will be supported with study skills workshops in research methods, giving presentations and essay writing.

Tutorials take place throughout the three years.

### **Assessment Strategy**

The award is delivered in semesters – with two semesters in each year, each semester contains modules equivalent to a credit weighting of 60 credits. At the end of each module work is assessed, with summative assessment results confirmed at the Assessment Board at the end of the year's study.

Throughout the year, students are made aware of their achievements through written and verbal feedback on the work they have submitted.

All students are issued with written guidance and details of learning outcomes, assessment method, marking scheme, the work required for assessment and the associated deadlines for completion. This is supported by an induction session with a tutor at the beginning of each module.

Various assessment strategies are employed within the award: Projects are evaluated in stage group crits delivered by Power Point with an individual presentation from each student in front of a peer group audience. Smaller group crits with individual feedback, peer evaluation and self evaluation also take place.



University College  
**FALMOUTH**

**Curriculum Structure, Assessment Methods and Learning Outcomes**

Module code	Level	Module Name	Credit	Semester (1) or (2)	Core (C) Option (O)	Assessment methods*	Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))									
							1	1	2	3	4	5	6	7	8	9
FD101	4	Design & Construction	40	1	C	SP	TPA			TPA	TPA			TPA	TPA	TPA
FD102	4	Designer in Society	20	1	C	ES		TPA			PA		TPA	TPA	TPA	TPA
FD103	4	Production & Presentation	40	2	C	SP & GR	TPA			TPA	TPA			TPA	PA	TPA
FD104	4	Industrial, Professional & Global Contexts	20	2	C	ES		TPA	TPA		PA		TPA	TPA	PA	
PSW201	5	Advanced Materials & Human Factors	40	1	C	SP	TPA		TPA	TPA	TPA			TPA		TPA
FD220	5	Computer Aided Design	20	1	C	CB	TPA				TPA	TPA	TPA	TPA		
FD230	5	International Branding	40	2	C	PO & ES			TPA	TPA		TPA		TPA	PA	TPA
PSW204	5	Collection Design	20	2	C	SP		TPA	TPA	TPA	TPA					TPA
PSW310	6	Professional Design Practice	40	1	C	PR, RE & SP	TPA		TPA	TPA	TPA	TPA		TPA		
FD311	6	Dissertation	20	1	C	DI		TPA	TPA				TPA	TPA	PA	TPA
PSW312	6	Final Major Collection	60	2	C	SP & PO	TPA			TPA	TPA		TPA	TPA		TPA

\*The following codes for assessment methods apply

*(additional codes can be proposed through this process, if necessary):-*

AR	Artefact	OR	oral
CB	computer-based	PC	practical
CE	critical evaluation	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
ES	essay	PR	presentation
EX	Exam	RE	Individual report
GR	group report	SP	Studio practice
IT	in-Module test		
JL	Journal/logbook		
LR	literature review	OT	other

## SECTION 4 – Learning and Employability

### Skills Development Strategies

Knowledge and understanding of:

Principles of the design process within the context of fashion .  
Materials and technologies appropriate to professional practice  
Relevant movements, theories and concepts in culture and fashion design.  
Business practices within performance sportswear.  
The performance sportswear market

Skills – ability to:

Design a targeted collection of work which demonstrates effective creative responses to the performance sportswear market  
Select and employ appropriate techniques, technologies and tools when developing and presenting ideas and collections  
Identify appropriate international markets and manufacturing sources for performance sportswear designs  
Critically position personal identity as a designer within an appreciation of professional, historical, cultural, social, economic, political and technological contexts.  
Communicate ideas in visual, oral and written forms, demonstrating an understanding of the needs of a range of different audiences and circumstances  
Demonstrate an effective and reflective approach to project management independently, collaboratively and or/as a member of a team  
Identify, apply and develop effective research methodologies to support practice and contextual understanding in current practice and future aspiration.

### Team Working

Students across all 3 stages are involved in team working projects. This collaborative work is a very important part of their fashion design education as it closely mirrors working in a professional Design Studio. As well as Team Projects, students in stages one and two act as design assistants to stage three students who are preparing their final collections for the Fashion Show. Stage two students also divide into Fashion Show Teams, who work on preparing the following areas for the Fashion Show – Model Casting, Hair and Make-up Design, P.R., Styling and Accessories and Music.

### Improving Learning and Performance

As the student engages with the award from stage1 to stage 3, there is an increasing emphasis on independent study and a move from staff-directed to student- directed study. In this, the independence of the learner is stressed and facilitated. This is promoted through the ongoing requirement for students to reflect critically on all their work and learning. The importance of this self- evaluation is to encourage their ability to analyze and critique their work and thereby to help them to progress and develop.

### Career Management Skills

In Stage 1 students are introduced to 'In Conversations With' fashion industry specialists. In these informal gatherings students are much more inclined to ask relevant and interesting questions to the specialist, which can then be shared with everyone.

In Stage 2 students are guided by tutors on how to prepare a professional Fashion C.V. and Covering

Letter, e-mail and telephone etiquette. This is done through seminars and one to one tutorials.

In Stage 2 students are able to go on their chosen internship/ work placement which can be anything from 3 weeks to 4 months in duration. Students who are unable to undertake an internship/ work placement are required to write a report on a fashion company that they would have ideally liked to have worked for. The placements can be local within Cornwall, national and international.

Students often keep in contact with their internship/ work placement provider and this forges with and valuable connections, which can lead to employment on graduating.

Throughout Stage 3 students are guided in producing industry standard portfolios, as well as industry standard C.V.s and covering letters.

Professors from M.A. Fashion Courses visit Falmouth to give informal talks and Q&A Sessions about their courses to stages 2 and 3.

Professional Fashion & performance sportswear Companies visit the Fashion & Performance Sportswear programme at Falmouth to look for possible interns e.g. Hennes, Decathlon etc

#### **HEAR / Progress Files**

All students are entitled to a transcript detailing the modules they have studied and the results given for those modules. The transcript is normally issued on completion of studies at the University College. A more detailed Higher Education Achievement Record (HEAR) is under development in the sector and expected to apply for students enrolling into level 4 from September 2012 forwards.

#### **Professional Standards**

We expect students to adopt professional standards. This includes, but is not limited to:

- arriving punctually and attending all scheduled sessions properly equipped and prepared
- organising your time and commitments in order to meet all deadlines
- communicating with us in an appropriate manner in all cases of inability to attend or meet a deadline, explaining causes such as illness or other mitigating circumstances.
- regularly checking College emails and the Learning Space to ensure you are aware of any updates that affect you
- updating us if you change your mobile number or term-time or home address
- taking the initiative and being proactive in the face of problems
- respecting the studio environment and the working space of others by keeping it clean, dealing with materials and equipment appropriately, not playing music out loud during the working day or allowing mobile phones to ring unattended.
- respecting other people's work, and resource booking schedules which allow you and others to complete work
- being fully aware of correct workshop practice and health and safety guidelines and adhering to them
- promptly reporting breakdowns and problems with machinery and equipment
- developing professional level presentation and communication skills
- maintaining an up-to-date knowledge of contemporary practice and design issues
- developing an understanding of intellectual property rights and issues surrounding it such as plagiarism, respecting the intellectual property of others at all times