



**Sheffield
Hallam
University**

Fashion Production with Business FdA

**PROGRAMME SPECIFICATION
2018 - 2019**

**THE SHEFFIELD COLLEGE
in partnership with
SHEFFIELD HALLAM UNIVERSITY**

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1 AIMS AND INDICATIVE CONTENT

This Programme aims to produce motivated graduates who engage with the world with interest, insight, intellectual curiosity and ethical awareness. You will develop a high level of subject-specific knowledge, professional integrity and proficiency in communication skills across a range of Fashion Production and Business Studies areas. These attributes will allow you to work as flexible, creative, collaborative and confident practitioners who in order to contribute to and shape the present and future Fashion industry.

This programme is distinctive because it aims to develop specific job-related skills relevant to fashion design, manufacture and business. The most important values which inform this programme are academic standards and subject specialist vocational skills. Key skills, such as communication, problem solving, numeracy, IT, professionalism, work and time management skills are also important to enable you to be lifelong learners. The degree aims to provide you with:

- a body of knowledge and understanding of important concepts, principles, theories, and practices which relate to the fashion industry;
- a positive and enjoyable learning experience within a supportive learning environment;
- an effective balance between academic and practical skills and experiences through an integrated work based learning programme;
- opportunities for widening participation by providing progression routes for students completing vocational courses at level 3;
- the ability to be an independent life-long learner who can progress to honours degrees, self-employment or professional qualifications;
- the qualities and transferable skills necessary for employment, further education and continuing professional development;
- the individual tutorial support necessary for each Level.

2 LEARNING OUTCOMES

The programme provides opportunities for you to develop and demonstrate knowledge, understanding and skills in the areas listed below. The programme draws from and satisfies the 2010 Foundation Degree Qualification Benchmark Statement, the 2008 Art and Design Subject Benchmark Statement and the 2015 Business and Management Subject Benchmark Statement. We have created a framework to articulate the required outcomes for Levels 4 and 5.

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<p>A Knowledge and Understanding</p>	<p>On successful completion of the programme you will have explored and developed:</p> <p>A1 An understanding of business, industrial and professional practice including the cycles of fashion, industrial production and market awareness;</p> <p>A2 An understanding of the importance of critical enquiry and the creative/critical relationship in the subject areas;</p> <p>A3 Aptitude and experience in the construction and expression of tailored narratives and the creative discourse related to the specific nature of design practice;</p> <p>A4 Awareness of the cultural, environmental, ethical and social issues associated with the fashion media and fashion related industries;</p> <p>A5 Critical, individual and intellectual understanding of the historical and contemporary cultural contexts of fashion design, and an awareness of its societal impact, ethics and influences;</p> <p>A6 Experience, knowledge and skills relating to the commercial, entrepreneurial and industrial/professional context of creative design practices;</p> <p>A7 Experience, knowledge and understanding of contemporary design practices through the process of creation and manufacture;</p> <p>A8 Knowledge and awareness of business, legal and professional frameworks associated with the fashion media and the fashion and textiles industries;</p> <p>A9 Knowledge, experience and understanding of the role of visual and representational language in the processes of fashion design practice.</p>
<p>B Intellectual Skills</p>	<p>On successful completion of the programme you will have explored and developed:</p> <p>B1 An ability to undertake primary and secondary research in both historical and critical studies and complete academic and critically reflective essays;</p> <p>B2 An ability to use a range of methods of enquiry and research to advance study and knowledge;</p>

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	<p>B3 Experience-based competence in the delivery of convincing communication materials, which facilitates clear understanding of conceptual, and theoretical ideas and physical design proposals;</p> <p>B4 Skills in essay and report writing and presentation to professional standards;</p> <p>B5 The ability to establish a range of individual research methods and concepts, applications and techniques which make an appropriate contribution to fashion design practice;</p> <p>B6 The ability to work with others and conduct dialogues within the context of exhibition, public debate and work-related learning.</p>
<p>C Subject-specific and/or Professional/Practical Skills</p>	<p>On successful completion of the programme you will have explored and developed:</p> <p>C1 An ability to critically reflect upon knowledge and approaches gained through the study of fashion production and business, pattern cutting, garment construction and textiles selection, and how these impact upon the form and structure of garments in relation to the human form;</p> <p>C2 An ability to develop and conclude a fashion collection and professional portfolio that incorporates and is informed by contemporary and professional debates, dress history, international fashion media, and a sound knowledge of historical precedents;</p> <p>C3 A personal approach and developed understanding within 2 dimensional design presentation and communication;</p> <p>C4 An awareness of contemporary issues within fashion design practice and textiles and the ability to discuss and contextualise these;</p> <p>C5 Competence with the processes, materials and technical requirements relevant to fashion design, making and production;</p> <p>C6 Professional and transferable skills in fashion design that demonstrate employability within related industrial contexts;</p> <p>C7 The ability to develop concepts and successfully advance garment design to conclusion through the synthesis applied technical skills, knowledge and visual research.</p>

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<p>D Transferable/Key Skills</p>	<p>On successful completion of the programme you will have explored and developed:</p> <p>D1 An ability to research, analyse, structure and critically evaluate original source material;</p> <p>D2 An ability to work effectively, both independently and as a part of team, valuing collaboration and exchange;</p> <p>D3 An accumulation of IT skills;</p> <p>D4 An aptitude in locating and/or generating relevant knowledge from appropriate and varied research sources;</p> <p>D5 Competency to simultaneously plan, direct and manage the development and execution of multiple tasks to a deadline;</p> <p>D6 Effective communication by visual, verbal and written means.</p>
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3 LEARNING, TEACHING AND ASSESSMENT

3.1 Learning and Teaching within the Programme

Teaching and Learning strategies are adopted which aim to develop your skills as independent self-motivated learners, ably setting and achieving goals, enabling you to become life-long learners after the end of the programme. The supportive learning environment at the College ensures that our students see themselves as central to the entire cohort's learning experience, and as gradually autonomous learners, creators of new knowledge and practices, which they can share amongst the community of learners. Whilst the collaborative experiences are an excellent exemplar of this, we seek to promote opportunities for such collaborative learning through all units, both theory and practice orientated.

Studio-based project work will form a major part of the Foundation Degree in Fashion Production with Business supported by a theoretical context. Project assignments run throughout the programme but are staff-led at level 4 and increasingly self-directed as the course progresses into level 5. Design projects set challenges aimed to embed specific design methodologies used within the fashion industry, including exploration and application of mixed media and CAD/CAM skills. Practical workshops develop industrial practice and expertise to enable you to implement the contextual understanding of your design practice. Lectures and seminars underpin the theory of your design practice and are supported by cultural, ethical and historical studies. Through essays and presentations you will be able to express original thoughts and ideas and demonstrate skills of research, analysis and interpretation. Group critical evaluations, ('crits'), and one-to-one tutorials provide room for discussion and development of your knowledge and understanding of design issues and related topics.

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Substantial areas of study will involve you directly in work-related projects, either 'live', work-based or simulated, developing your independence and professional skills and awareness of the fashion industry. As you develop your independence you will be assisted and advised in strategies to promote your future career aspirations and progression, through professional studies and tutorial sessions.

Critiques "The Crit":

Are either formal or informal presentations of your work and help promote communication, presentation skills and professional practice including an opportunity for self-assessment and confidence building. They are a fundamental part of design practice and can be interim or the final part of a project. As part of an interim progress review you will be asked to present your work usually to staff and students, as a final part of a project you will present to staff, students and or a visiting subject specialist (WBL).

Design Projects:

Design projects start with an introduction and informal lecture including discussion of the topic, leading to a written assignment. The lecture will set out the challenge facing you, putting the topic into context, usually with visual aids and examples. The project brief sets out aims, learning outcomes, timescale, submission requirements and assessment criteria. As you progress through the programme you will gradually take more responsibility for the development and direction of various projects including work-based learning, culminating in your final year when you carry out research and analysis to provide the basis of a self-directed design project.

Field Trips and Industrial Visits:

Throughout your programme of study there will be trips to design consultancies, trade fairs, fashion shows, museums, exhibitions and galleries. You will also have an opportunity to visit Graduate Fashion Week where students from top fashion design universities showcase their work. These trips contribute to the development of contextual and industrial design practices. They may sometimes be directly related to studio practice, project work or theoretical studies. National and possible international field trips to fashion capitals to places such as, London, Manchester, Paris, Milan or Barcelona, following which, relevant assignments will be set. Any students unable to attend these trips due to personal or financial reasons will be set a similar or related assignment to meet the same learning outcomes.

Lectures and seminars:

These provide a historical and contextual theoretical underpinning to the programme; they will also be linked to practical modules and assignments. They are designed to help you to broaden your understanding of factors and events influencing current fashion design practices. Lectures and seminars are both tutor and student led. From the start you will be encouraged to develop and maintain your own independent investigations and on-going commentary on issues informing your practice by further research. The knowledge and understanding you gain will inform your design work helping you develop your research skills and broaden your awareness of cultural, social, business and technological issues both past and present. You will be encouraged to visit museums, galleries, exhibitions, trade fairs and shows as part of your professional development.

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Live Projects:

The second year of the programme includes 'live' projects which are set by an industrial 'client' (WRL). This typically includes a design briefing from the 'client' to set the context of the project, followed by a presentation to the 'client', which will generate feedback from the 'client' and members of staff. This feedback will form part of your self-reflection and learning process, allowing you to evaluate the success of the project. 'Live' projects put your design practice into context, promoting good practice, understanding of the business, financial, project management and market restrictions. They develop communication, team work, multi-tasking, customer service and personal development skills. Evidence is produced through reports, design projects, technical and manufacturing projects.

Online learning:

This is provided mainly through the Virtual Learning Environment, Moodle, which provides information and links for support and further reading for all units. We are constantly increasing online learning to become a key aspect of learning interactive software to help students customise their learning to the requirements of their projects in such a diverse landscape.

Professional Skills/ Worked Related Learning:

An important part of the Foundation Degree in Fashion Production with Business is "work-based learning", in which academic and work-based learning are integrated, linking employers and educational providers. The programme is designed to enable you to research, practice and implement academic and vocational skills related to the fashion industry.

You will be developing professional skills, investigating prospective career directions and taking part in 'live' projects and fashion shows. You will develop understanding of personal qualities, management and organisational skills relevant to the fashion industry, dealing with timescales, deadlines, analysis of clients and or target markets.

All of these activities include; formal planning, discussion and consultation with members of staff, the client and or employer. Recording, reflection and evaluation on the whole creative process takes place by documenting the process appropriately and professionally in reports, learning proposals, file and journal/blog formats including presentations to peers and tutors.

There will be an exhibition at the end of your second year to celebrate your achievements; this must be approached in a professional manner, demonstrating planning, communication, organisational and team work skills.

Self- Directed Study:

You are expected to work with increasing independence as the course progresses, and you are encouraged to extend your skills and knowledge through, reading, research (primary and secondary), design practice and product development during independent study time. The role of independent learning is crucial as it articulates the progression from a tutor-led learning process at Level 4 into the more self-directed and autonomous requirements of Level 5.

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Skills development (workshop and studio practice):

A wide range of practical skills relevant to the fashion industry is provided through taught classes and group workshop activities, including CAD/CAM and presentation skills. These take place throughout the programme but are especially concentrated during the first year with increasing self-directed development encouraged in the second year. Demonstrations and practical experience in pattern drafting, garment techniques and processes, mixed media, 2-D and 3D design exploration take place within current Health and Safety regulations. Research, understanding and implementation of Health and Safety regulations relating to the fashion industry forms part of the project work produced.

Tutorial support:

Tutorials are a vital part of the programme, helping you to review and evaluate your progress. Formal and informal, group and one-to-one tutorials take place at regular intervals throughout the programme. Formal tutorials are documented to include topics discussed, guidance, feedback, support, actions and outcomes. They are also an opportunity to inform members of staff of any personal issues you wish them to know. Group tutorials focus on project work, discussion, progress review and current and future information, given as guidance and feedback. Students are expected to take notes and use this opportunity as reflection and potential areas of progress and development of projects.

3.2 Assessment and Feedback

Your progress on the course is monitored through a programme of assessment which is designed to support and test your understanding of the learning process, assess your achievement and to encourage and evaluate your independent learning and self-evaluation.

Methods of assessment and feedback, including moderation/internal and external verification, are explained during induction, are contained within the student handbook and in the module descriptors. They will be reinforced at all module briefings and at relevant times during tutorials.

The programme incorporates formative, summative and diagnostic assessments that are regarded as positive learning tools. Peer assessment also plays a vital role in your development and educational growth. These assessment strategies will support your understanding of the learning processes and are designed to engage you as an active participant in the development of all aspects of your learning. These strategies will also promote the autonomous and self-evaluative skills as crucial elements within the overall learning process.

Information Literacy:

This is embedded within the programme and all students are offered classes during induction regarding Information Literacy; you are also expected to attend tutorials regularly where these skills are reinforced. Tutorials and seminars provide an environment where formative feedback and guidance can be given throughout the programme, whilst regular access to LRC staff and visits from those staff further enhances and underpins the level to which support is offered for the cohort and for you individually, tailoring advice to your particular needs.

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Artefacts:

These represent the summation of individual or group piece/pieces of work. Artefacts are assessed via criteria and normally form a large percentage of a unit's mark, either on its own, or as part of a portfolio.

Essays/Reports:

These are used to test students' organization of ideas to effectively communicate issues, concerns, reflections, as well as critical engagement with theory and industry debates. Essays are required to adopt the APA Referencing system.

Group Work:

As you are often working in a group and yet must also be assessed on your own performance, we use a series of tools such as peer assessment and self-reflective assessment – portfolios, blogs, and journals – which serve alongside the assessment of final projects as a reliable means of identifying individual progression and achievement.

Peer Assessment:

This is one of the tools (alongside individual written reflective essays) used to tease out individual contributions to shared group work. Peer assessment becomes a key assessment tool at this level. Peer assessment is also used formatively in seminars to help students reflect on their group working practice, and share good approaches to overcoming issues.

Presentations/Critiques:

These are conducted in seminars and lectures either by individuals or by groups. Presentations are normally assessed formatively 'on the spot' by two members of staff, and may be recorded by video camera for audit and review purposes – if not already the presentational format choice. Presentations test important skills of communication, developing arguments, and resilience to questioning and thinking on your feet, important transferable skills for employment in the media communications industry.

Self-Evaluation and Reflection:

You will have the opportunity to present your own evaluative self-assessment of your work, either in person or through written statements throughout the course. This may take the form of a blog, or a reflective journal, for example.

3.2.1 Assessment processes

Project work in response to assignments will be viewed at specified times of the year and will be followed by tutorial feedback and a grade, including achievements, difficulties and actions. Modules will include formative assessment midway through modules followed by one-to-one tutorials (when relevant) giving an indication of progress and on some occasions with written feedback. Summative assessments will take place at the end of the completed module when you will present a body of work for grading, supported by your own evaluation and self-assessment.

Support and guidance with written work; essays and reports will be provided in on-going tutorials (rough drafts may be submitted). Supporting documentation such as file work (PDP) will be monitored at various stages of the course giving an indication of progress.

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Written assignments and completed files will be assessed at the end of the appropriate module.

Oral Presentations will receive on-going support and guidance through seminars and group critiques. Oral presentation grades will be given at the end of the module where applicable.

Feedback

Feedback on assessed work is a key element to your learning. Throughout the course regular tutorials are organised to discuss progress. Individual and group tutorials encourage you to audit and reflect on your own learning/development, and will support you in setting targets for progression.

Comprehensive feedback on practical work will be on going in the form of constructive comments and guidance during formative review, tutorials and critiques. Written elements of the work will be marked and returned to you with feedback attached. Feedback will normally be recorded at the end of each project/module to highlight achievements and difficulties and will address areas for future development; it is usually offered within two weeks of the deadline. It may take the form of:

Formative

Progress meetings will be held at intermediate points within all modules and projects. Feedback will be provided by academic staff, industrial practitioners and peers as appropriate. In the main this will be verbal though on occasions a summary of advice will be provided in written format. Intermediate critiques will also provide the opportunity for formative feedback.

Tutorials are for review, advice and guidance on a group or individual basis across all areas of the course. They provide the opportunity for personal reflection and evaluation of performance along with target setting for future development. Normally this will result in a written summary.

Summative

Via a critique of your work at the end of each project involving staff member/s and your peer-group. As appropriate you will have the opportunity to contextualise your work verbally and engage in critical discourse with staff and fellow students.

Formal written, aural, audio-visual or other forms of feedback provide both a summary of performance, opportunities for future development and final assessment grading.

For projects and live project work set in collaboration with external clients, client feedback will only be used to inform you of your performance and will not, in any way, form part of your assessment mark. However, you will be expected to consider and that feedback within work based around your self-reflection.

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In-Module Retrieval

In-module retrieval is available in those modules where it is made feasible by timescales and/or the nature of the assessment task. Where in-module retrieval is offered, you will be given the opportunity to re-work an assessment task if you have failed to achieve 40% or over at the first attempt. This re-work would normally be completed shortly after the initial attempt, following feedback from tutors. If you achieve a pass in the re-worked assessment task a capped mark of 40% will be given for that task. In-module retrieval is not feasible for the final 40 credit Fashion module.

3.3 Learning Resources

The VLE (currently Moodle/Google Classroom) is employed as a core method of delivery and communication between staff and students and peer groups. The VLE proves particularly beneficial for group collaboration projects significantly extending the learning environment. Where appropriate, social media sites such as Facebook and LinkedIn are also used to support projects, although they are not utilised for assessment purposes. We also subscribe to BOB National (Box of Broadcasts) and students have full access to this excellent and continually expanding learning resource.

Students will have use of the LRC at the City campus and the College is committed to continuing its expansion of materials for its Foundation degrees and Top-Ups (Levels 4-6).

Students of the Sheffield College can visit the Sheffield Hallam University Library and under a recently amended arrangement between the two institutions have access to major resources of the University. Students are entitled to Associate Member status of the University's libraries and will be offered an induction visit with their course during which they will be issued with a University identity card (a SHU card), which is also their library card. As Associate Members students are entitled to access the learning centres throughout their 24/7/365 opening hours, use the support services via staffed helpdesks, telephone, and email support, and borrow up to 5 books.

Student use of some electronic resources is provided within the learning centres on a "walk-in" access basis where licences permit this. Some databases may be provided through negotiation for Sheffield College students and made available via a specific library webpage <http://libguides.shu.ac.uk/sheffcol> or the virtual learning environment.

Students are able to use media resources, study spaces, and print and online guides to support skills development in areas such as information literacy, and the University's referencing guidelines. This is subject to negotiation and liaison with the Faculty Negotiator and the relevant Library Learning and Teaching Support Team for advice on entitlement issues.

Students will have new and dedicated social facilities at the Hillsborough Centre, and may also access those offered by the Sheffield Hallam Students' Union, HUBs (Hallam Union Building of Sheffield).

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3.4 Employability, Placement, Work-based or Work-related Learning and Personal and Professional Development Planning (PPDP)

Employability

The Sheffield College has in place a number of procedures and structures designed to support student progress and employability. All students have a personal tutor to guide them through the process and provide support where necessary, The College has an established student support and guidance base where students can access personal and career advice and support as required. Students with additional support needs are well catered for and over the years students with needs as diverse as visual impairment and dyslexia have benefitted significantly, finally the department is well resourced with a purpose built facilities for fashion design and production.

The programme area itself is highly committed to supporting employability through the design of a curriculum that has this at its core. The FdA Fashion Production with Business course seeks to develop and advance students' academic performance in preparation for the rigours waiting at level 6, however it is recognised that due to the "widening participation" mandate of the course it is equally necessary to prepare students for employment in the industry and as such much of the focus of the course is in this direction.

PDP

The Professional Development Portfolio (PDP) is a key aspect of study at HE level. At the start of the course all students have an initial one-to-one meeting with their Personal tutor and are given a tutorial pack, which includes items such as individual tutorial record forms, an individual learning plan and semester reviews, which are completed by the student at specific points throughout their course.

The professional focus of the programme means that students will always be developing a set of personal and professional skills. Emphasis is placed on self-management of responsibilities and obligations. Students will be expected to be self-motivated, meet deadlines, show initiative, set own targets, recognise and address weaknesses, manage time and self and develop study skills.

The requirement for maintaining a PDP is included in the majority of modules with students required to highlight personal skills development through a personal journal, maintain a show-reel of practical skill development and reflect on personal achievement in relation to professional practice at the end of each module.

WRL

Staff constantly strive to insert vocational relevance into Work Related Learning assignments through the use of live briefs or working with internal/external clients. The department has a successful track record of working with students to produce professional quality products for a range of clients, such as Tour de Yorkshire, Sheffield Design Week, Design Museum, London and a host of other organisations and local businesses. This engagement with external clients and development of the associated professional skills and understanding

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required to successfully provide clients with appropriate products, is seen as a key element of the course.

Modules not specifically aimed at WRL are also designed to consider ethical and moral issues, equal opportunities, copyright and intellectual property rights and where possible stretch and develop students' ability to operate in a professional working environment. For example, the Personal and Professional Development module at Level 4 and the Enterprise module at Level 5 introduce industry standard problems associated with, for example, Health and Safety, budgeting, permissions, insurance, location finding, etc.

The Business Management and Promotion in Fashion and the Personal and Professional Development modules in Level 4 and the Enterprise module at Level 5 cover issues of financial and business practice including: developing CVs, preparing job applications, investigating job roles and descriptions, identifying relevant professional organisations and bodies and preparing for life after graduation.

Where possible visits are arranged or working professionals are invited in to provide additional relevance to module delivery.

The FdA in Fashion Production with Business employs a range of work related learning techniques, as recognised by the Sheffield Hallam University typology of WBL and WRL, with a significant majority of the practical modules incorporating some element of vocational practice embedded within them.

At Level 4 this generally requires the tutor to work closely with the students in collaboration with an external client/organisation. At Level 5 students are required to demonstrate independent client management skills with the tutor employing a more hands off supervisory "executive" role. Rather than being guided throughout a set brief, you will be expected to demonstrate the capacity to interpret, negotiate and develop the brief according to your expertise and your client's expectations.

4 PROGRAMME DESIGN AND STRUCTURE

In the first semester at Level 4 you will study 20 credit modules, starting with Fashion Drawing, illustration, technical drawing and you will learn CAD/CAM applications and a module in Personal and Professional Development. You will also study Technical Skills and Design Processes in two year-long modules, whilst in the second semester you will contextualise your practical work with studies in Business Management and Promotion and Cultural, Historical and Ethics.

On your progression to Level 5 you will then develop your skills further with a Professional Development project which is a live brief as well as a unit covering further development of your Technical Skills. This allows you to learn more complex applications of technique in conjunction with the requirement of level 5 which demands a more critical and reflective appreciation of the context in which you are working, alongside more industry and business awareness. These areas are strengthened in all the units but particularly in the Enterprise (Managing a Creative Business) module and the two final modules, a pre-planning module

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which concentrates on Design Processes and Application, and the culmination of your degree: a Fashion Collection.

A highly distinctive feature of the programme is its exceptional use of industry briefs and its combination of business and entrepreneurship with creative design. We will also be holding a series of Master classes by guest lecturers and ex-students. For example, ex-student Stephen Charlton the CM of Calvin Klein, New York (the ex-Creative Director of Nike) will run a Q& A session, and other contributors will provide lectures and information about design, mass production and ethics in production.

5 PROGRESSION/CAREER ROUTES

Possible progression or career routes after you have completed this programme

Students successfully completing the Foundation Degree in Fashion Production with Business will have the opportunity to enter professions in a variety of design related areas. Careers in Fashion Design are diverse, as the core skills are applicable in a wide variety of contexts, ranging from design and manufacture of bespoke items, to the mass production of clothing for specific markets. There are opportunities in self-employment or small enterprise, through to participation in large scale commercial projects, working as part of a multi-disciplinary design team. The Foundation Degree can also be a starting point for careers in, retail, merchandising, marketing, buying, journalism, promotion, styling, T.V, film, theatre and management. Alternatively, you may wish to progress on to the 'top-up' BA (Hons) Fashion Degree course (Level 6) at Sheffield Hallam University or to other education providers in Yorkshire or nationwide.

6 ENTRY REQUIREMENTS AND APPLICANT PROFILE

AWARD and COURSE TITLE	Standard Entry Requirements (see University Minimum Entry Requirements)
FdA Fashion Production with Business	
Academic Qualifications (including A / AS level grades and subjects, where applicable)	<p>A minimum of 140 UCAS points from study on Level 3 programmes, preferably from subject related qualifications, such as:</p> <p>successful completion of a design/art related subject from the following: BTEC National Diploma AVCE Double Award GCE A Level 18+ Art& Design Foundation and viewing of a portfolio of work.</p>

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	<p>Students wishing to continue to Sheffield Hallam for completion of an Honours degree should also have Maths and English GCSE at Grade C or above.</p> <p>IELTS: Level 6 with minimum 5.5 score in all skills areas.</p>
<p>Details of any non-standard entry requirements</p> <p>In line with the Sheffield College's commitment to widening participation, we encourage applicants from a diverse range of backgrounds. If you are a mature learner, you may present a more varied profile of achievement that is likely to include extensive work experience and/or a range of professional qualifications in your work sector. References, alternative experience and skills will all be taken into account.</p>	
<p>Details of any course-specific recognition of prior learning (RPL) arrangements that may apply</p> <p>Use of prior credit will be considered on an individual basis.</p> <p>In terms of APCL (Accreditation of Prior Certificated Learning) you will be expected to provide detailed transcripts of previous qualification. These will be mapped against the Course Modules to check for compatibility and currency.</p> <p>To gain APEL (Accreditation of Prior Experiential Learning) you will be required to present a portfolio of evidence for assessment.</p> <p>You would be able to use prior credit only where it is an appropriate subject area and qualification and any final decisions on your acceptance will be made in line with Sheffield Hallam University policy guidelines and regulations on the following: APCL (Accreditation of Prior Certificated Learning) and/or APEL (Accreditation of Prior Experiential Learning).</p>	
<p>Details of any course-specific articulations with external qualifications</p> <p>N/A</p>	

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7 LEARNING OUTCOMES FOR ALL INTERMEDIATE AWARDS (BY LEVEL AND STAGE OF EACH AWARD)

In line with Sheffield Hallam University's regulations, students who do not obtain enough credits for an award of the FdA in Fashion Production with Business may receive the award of Certificate in Higher Education. This offers a coherent programme outcome and references the framework below – fully introduced on pages 3-5.

LEARNING OUTCOMES FOR INTERMEDIATE AWARD OF Certificate of Higher Education in Fashion Production with Business	
<p>A Knowledge and Understanding</p> <p>On successful completion of Level 4 you will have explored and developed:</p> <ol style="list-style-type: none"> 1. An understanding of business, industrial and professional practice including the cycles of fashion, industrial production and market awareness; 2. Aptitude and experience in the construction and expression of tailored narratives and the creative discourse related to the specific nature of design practice; 3. Critical, individual and intellectual understanding of the historical, contemporary and ethical cultural contexts of fashion design, and an awareness of its societal impact, ethics and influences; 4. Experience, knowledge and skills relating to the commercial, entrepreneurial and industrial/professional context of creative design practices; 6. Knowledge, experience and understanding of the role of visual and representational language in the processes of fashion design practice. 	<p>B Intellectual Skills</p> <p>On successful completion of Level 4 you will have explored and developed:</p> <ol style="list-style-type: none"> 3. Experience-based competence in the delivery of convincing communication materials, which facilitates clear understanding of conceptual, and theoretical ideas and physical design proposals; 4. The ability to establish a range of individual research methods and concepts, applications and techniques which make an appropriate contribution to fashion design practice; 5. The ability to work with others and conduct dialogues within the context of exhibition, public debate and work-related learning.

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C Subject-specific and/or Professional/Practical Skills

On successful completion of Level 4 you will have explored and developed:

1. The ability to critically reflect upon knowledge and approaches gained through the study of fashion production and business, pattern cutting, garment construction and textiles selection, and how these impact upon the form and structure of garments in relation to the human form;
3. A personal approach and understanding within 2 dimensional design presentation and communication;
4. An awareness of contemporary issues within fashion design practice and textiles and the ability to discuss and contextualise these;
5. The ability to develop concepts and successfully advance garment design from technical requirements relevant to fashion design to conclusion through the synthesis of applied technical and professional skills, knowledge and visual research.

D Transferable/Key Skills

On successful completion of Level 4 you will have explored and developed:

1. An ability to research, analyse, structure and critically evaluate original source material;
2. An ability to demonstrate good interpersonal and social skills, working effectively both independently and as a part of team, valuing collaboration and exchange;
3. An aptitude in locating and/or generating relevant knowledge from appropriate and varied research sources;
4. Competency in simultaneously planning, directing and managing the development and execution of multiple tasks to a deadline;
5. The skills of independent analysis and judgment;
6. The skills for networking and relating to professionals within industry and other environments;
7. Self-organisation and time-management.