

**Glasgow School of Art Programme Specification**  
**Programme Title: Master of Design Fashion and Textiles**

*Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2021-22 Academic Year.*

**1. Programme Details:**

<b>Programme Title</b>	Master of Design Fashion and Textiles
<b>HECOS Code</b>	100054/100962/100055
<b>School</b>	School of Design
<b>Programme Leader</b>	Jimmy Stephen-Cran
<b>Minimum Duration of Study</b>	12 months, registered study
<b>Maximum Duration of Study</b>	24 months, registered study
<b>Mode of Study</b>	Full-time
<b>Award to be Conferred</b>	Master of Design Fashion and Textiles
<b>Exit Awards</b>	Stage 1 – Postgraduate Certificate Stage 2 – Postgraduate Diploma Stage 3 – Master of Design
<b>SCQF Level:</b>	11
<b>Credits:</b>	180

<b>Academic Session</b>	2021-22
<b>Date of Approval</b>	PACAAG April 2020 (updated UPC September 2020)

<b>2. Awarding Institution</b>	University of Glasgow
<b>3. Teaching Institutions</b>	The Glasgow School of Art
<b>3.1 Campus</b>	Glasgow
<b>4. Lead School/Board of Studies</b>	School of Design
<b>5. Other Schools/Board of Studies</b>	N/A
<b>6. Programme Accredited By (PSRBs)</b>	N/A

<b>7. Entry Qualifications</b>	
<b>7.1 Highers</b>	N/A
<b>7.2 A Levels</b>	N/A
<b>7.3 Other</b>	Applicants will be considered for admission who have achieved an educational level equivalent to an Honours degree. Normally applicants will be expected to have achieved a First Class or Upper Second Class Honours Degree in Textile Design (with a strong fashion bias) or Fashion Design. Consideration will also be given to candidates from other relevant backgrounds if they can demonstrate: <ul style="list-style-type: none"> <li>• An equivalent academic qualification</li> <li>• Professional qualifications, equivalent to an Honours Degree</li> <li>• A combination of professional qualifications and experiential learning.</li> </ul>
<b>7.4 English Language Requirements</b>	All students will have to provide evidence of English language proficiency when applying.

	<p><b>International Students</b>  Students who require a Tier 4 visa to study in the UK must meet one of the following requirements in order to gain entry:</p> <ul style="list-style-type: none"> <li>• IELTS for UKVI Academic with an overall score of 6.5 with a minimum of 6.0 in the components of Writing, Reading, Listening and Speaking;</li> <li>• complete an acceptable Pre-sessional English Language Programme taught from within the UK with an outcome that equates to the IELTS scores as stated above.</li> </ul> <p>Students who have a degree from an English speaking country, or are a national of an English speaking country as listed in the UKVI Guidance, may use this as proof of English language ability.</p>
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### 8. Programme Scope:

The stage 2 electives are provided across GSA and support students to further deepen and explore their areas of research interest. This will enable an intensification of discipline oriented-research methods and also foster interdisciplinary learning which is one of the areas of focus in stage 2

### 9. Programme Structure:

Study is organised by Stage, with each Stage comprising 60 Credits at Level 11 (Masters), achieved through courses weighted in multiples of 10 credits. The M.Des Fashion and Textiles Stage 1 is comprised of 2 compulsory or core courses: Core Research Methods for Design (20 credits) and Studio 1 (40 credits). Upon achieving the Intended Learning Outcomes attached to each course the student receives the requisite number of credits.

\*In exceptional circumstances it may be possible in the early stages of the programme to consider an alternate Core Research Methods course in Stage 1

Stage 1	Credits	SCQF Level
PMTX101 Studio Practice 1: Origination and Investigation	40	11
PCXS106 Core Research Methods for Design*	20	11
<b>Total</b>	<b>60</b>	
<b>Exit Award</b>	<b>PgCert</b>	
Stage 2		
PMTX201 Studio Practice 2: Experimentation and Progression	40	11
Elective (from a menu)	20	11
<b>Total</b>	<b>60</b>	
<b>Exit Award</b>	<b>PgDip</b>	
Stage 3		
PMTX301 Studio Practice 3: Evaluation and Resolution	60	11
<b>Total</b>	<b>60</b>	11
<b>Exit Award</b>	<b>MDes</b>	

**9.1 Programme Structure – Exchange In/Exchange Out/Study Abroad**

N/A

**10. What are the requirements for progressing from each stage?**

A student will be permitted to progress to Stage 3 only if they have obtained a grade point average of C3(12.0) or above in the taught courses (Stage 1 & 2) with at least 75% of the credits at grade D3(9) or above and all credits at grade F3(6) or above.

**11. Programme Aims:**

The programme aims to offers students the opportunity to:

- gain advanced skills and knowledge within a specialised Fashion/Textile context
- challenge, analyse and interpret their individual design process and apply, present and communicate those findings in a professional manner
- recognise, understand and develop their individual creative identity and locate an appropriate Fashion/Textile context for their skills
- acquire the professional skills and qualities required for continued professional and personal development, including independent learning, self-direction, decision-making, initiative and personal responsibility

**11.1 Stage 1 Aims:**

Stage 1 (PGCert)

Stage 1, Origination and Investigation, Core Research Methods for Design, and Design Theory offers students the opportunity to develop:

- an understanding of current Fashion/Textile contexts and historical perspectives associated with individual Fashion/Textile interests
- an understanding of the conceptual and practical requirements associated with developing a Fashion/Textile collection
- an awareness of their individual design hand writing and its potential for Fashion/Textile application
- an understanding of, and ability to communicate their individual Fashion/Textile design process

Stage 1, The Core Research Methods for Design course aims to:

- provide students with opportunities to critically develop disciplinary research methods;
- enable students to autonomously design their own research project/object/practice with a critical grounding in appropriate research methods both relevant to their disciplinary specialization and, where relevant, enabling of trans, multi, or inter-disciplinarity;
- provide students with rigorous understanding of research ethics as relevant to their research/practice;
- facilitate critical reflection on the relationship between forms of research and modes of practice in order to encourage robust and/or innovative applications of existing modes.

**11.2 Stage 2 Aims:**

Stage 2 (PGDip)

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

- individual approaches to two and three dimensional design skills appropriate for Fashion/Textile development and application
- insight and direction in relation to their individual Fashion/Textile design process

- conceptual and practical skills associated with designing a specialised Fashion/Textile Collection
- professional skills including independent learning, self-direction, decision making, initiative and personal responsibility.

Stage 2, Elective aims to:

- Encourage interdisciplinary, critical reflexivity from within an open set of choices;
- Foster deep investigative approaches to new or unfamiliar areas of practice and theory;
- Cultivate self-directed leadership and initiative-taking in both applied and abstract modes of practice/ study not necessarily associated with a student's particular creative specialism;
- Enable flexible, ethical exploration and connection of diverse knowledge and understanding within a specialist programme of study.

### **11.3 Stage 3 Aims:**

Stage 3 (Masters)

Stage 3, Evaluation and Resolution, offers students the opportunity to gain:

- expert skills and knowledge within a specialised Fashion/Textile context
- recognition and understanding of their individual creative identity and an appropriate Fashion/Textile context for their ideas
- a synthesis of individual design process articulately communicated and professionally presented in an exit portfolio
- discerning professional skills and qualities required for continued professional and personal development including independent learning, self-direction, decision making, initiative and personal responsibility.

## **12. Intended Learning Outcomes of Programme:**

After full participation in and successful completion of the programme, students will be able to:

- Demonstrate critical self-awareness which informs and shapes individual practice
- Contextualise their creative identity and individual Fashion/Textile interests in the professional world
- Demonstrate detailed knowledge and understanding of conceptual, critical and practical processes associated with individual Fashion/Textile interests
- Plan and execute a project to include investigation, experimentation, evaluation; culminating in the resolution of a specialised Fashion/Textile collection
- Undertake and apply research into specialised skills, techniques, materials and practices which support the cohesive development of individual Design Practice
- Make objective judgements alongside a personal philosophy in relation to the issues raised by individual Fashion/Textile interests.
- Demonstrate an ability to present work to a professional standard through showing competence in practicing requisite technical skills and applying specialist IT skills to communicate to an audience of different knowledge and/or expertise
- Exercise substantial autonomy, initiative and responsibility for own work, whilst drawing upon critical reflection of own and others thoughts.

### **12.1 Intended Learning Outcomes of Stage 1**

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

- Monitor and review own learning with guidance

- Demonstrate knowledge of historical and contemporary contexts relating to individual Fashion/Textile interests
- Identify and investigate primary and secondary sources to inspire Fashion/Textile concept development
- Apply knowledge gained through investigation research and analysis to generate Fashion/Textiles ideas.
- Ascertain specialist skills required for individual Fashion/ Textile practice
- Communicate and present a considered understanding of their individual Fashion/Textile design process
- Apply a range of methods to critically reflect and analyse their Fashion/Textile design process
- Contribute to peer discussions, offering and receiving feedback

On successful completion of Core Research Methods for Design students will be able to:

- Evaluate and adapt methodologies in order to develop and progress projects and practices;
- Generate new perspectives on their practice by developing sustainable research frameworks;
- Demonstrate research vocabularies and methods relevant for their professional practice;
- Collate primary and secondary sources, effectively managing data;
- Document and communicate research experiences using visual, oral and written methods.

### **12.2 Intended Learning Outcomes of Stage 2**

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

- Direct own learning with moderate guidance
- Explore and develop Fashion/Textile ideas pertinent to individual interests
- Define the key characteristics associated with individual Fashion/Textile interests
- Apply knowledge gained through fabric and/ or form experimentation
- Demonstrate contextual position/s for their individual creative identity
- Develop and test specialist technical skills which address practical considerations
- Interact effectively within group discussions; giving and receiving feedback

Stage 2 Electives: intended learning outcomes are detailed in the related elective course specifications.

### **12.3 Intended Learning Outcomes of Stage 3**

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

- Manage own learning with minimum guidance
- Develop and resolve Fashion/Textile ideas pertinent to individual interests and creative identity
- Contextualise their individual Fashion/Textile collection and exit portfolio in the professional world
- Make objective judgements alongside a personal philosophy in relation to the issues raised by their Fashion/Textile concerns
- Apply appropriate and individual skills and solutions to resolve practical issues raised while manufacturing the collection and exit portfolio
- Integrate a range of information to create an exit portfolio that represents individual creative identity

## **13. Learning and Teaching Approaches:**

A weekly programme of study will be issued to students at the outset of the programme in order that study time be planned and used effectively. Students will be required to attend all taught sessions and are also required to attend a recorded guidance and progress check appointment with the Studio Tutor on a regular basis.

Students will be expected to take significant responsibility for the management of their learning. Emphasis will be placed on self-reliance and personal academic development.

The principle teaching strategies employed are:

- **Self Directed Learning**  
In line with other taught postgraduate programmes at GSA, significant emphasis in the Fashion and Textiles programme is placed on self-directed study, from project design and development, to gaining theoretical knowledge through traditional research methods. This is further developed by the focus upon specialism, which emphasises autonomy, reflection upon personal learning and self directed project work within a collaborative environment.
- **Lectures and Seminars**  
Lectures and seminars are used to disseminate theoretical, contextual and historical knowledge and address specific issues underpinning practical work. Lectures also have a broad aim of generating further debate in seminars, tutorials or studio sessions or further enquiry in self directed learning or research.
- **Technical workshops**  
Workshops are practical classes and can range from IT sessions in which students are introduced to specialist software, to pattern cutting and construction classes where students learn to prototype garment ideas.
- **Critiques**  
The critique is an important learning device used to generate peer debate regarding the generation, development or overall success of concepts, and their practical realisation. Students present work to their peers and tutors through appropriate visual and verbal means. The critique enables the development of key presentation skills, and encourages students to give constructive feedback regarding each other's work. Although facilitated and guided by staff, critiques allow students to fully explore all aspects of practical submissions within a reflective discursive framework.
- **Tutorials**  
The tutorial system is designed to provide academic support through individual appointments with staff. At these one-to-one appointments, individual projects and pieces of work are discussed. Tutorials are also a means where feedback from students concerning all aspects of the programme can be raised.
- **Guest Speakers**  
Input from guest speakers will enable Fashion and Textile students access to, and understanding of, relevant contemporary practice and theory, research and industry contexts.
- **Assessment**  
Formative and summative assessment strategies are employed throughout the Fashion and Textiles programme. Formative and summative assessment feedback operates to guide students in developing and improving their work.

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

- Directed study
- Group work
- Progress review
- Self evaluation /staff evaluation
- Work-in-progress presentations
- Formal presentation

Students will be contacted in the pre-arrival period and provided with additional material about their programme.

#### **14. Assessment Methods:**

Methods for Assessing/Evaluating Outcomes

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

Engagement with formative assessment is a mandatory requirement.

Ongoing work is evaluated regularly by staff against the level learning outcomes and set assessment criteria for each stage of the programme. Regular evaluation offers constructive and supportive review, gives advice on future direction and identifies areas of strength and weakness. Formative assessment prepares work for submission in the summative assessments, as well as a point where risk of failure can also be indicated.

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

There are three summative assessment points throughout the programme, each representing an exit qualification (PG Cert, PG Dip, Master of Design). Final submission work is assessed against the level learning outcomes and set assessment criteria for each stage of the programme.

#### **15. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:**

GSA Strategic Plan  
GSA Learning and Teaching Enhancement Strategy  
SCQF Level 11 Descriptor

#### **16. Additional Relevant Information:**

Support for International Students and Pastoral Care

The Glasgow School of Art provides a comprehensive student network and specified support staff for international students. In addition, the language facilities at the University of Glasgow are available to students both pre-sessional and during term time.

The School also offers an orientation programme for all new international students allowing them to meet other international students and staff at the beginning of their studies.

Additional support for international students will be provided throughout the programme by a designated tutor, who will be available to students in this capacity. He/she will also be the designated pastoral tutor for all students on the programme. Students may contact him/her if they are experiencing problems of a personal nature or relating to general welfare which may be affecting their academic progress.

#### Enrichment of Learning Experience

##### Collaboration (and collaboration guidelines)

- Students on the programme may collaborate with undergraduates so long as the nature and the extent of the collaboration is negotiated and agreed by the undergraduates Head of Department and the F+T Programme Leader and the process of the collaboration is made explicit for assessment.
- Students on the programme may collaborate with fellow postgraduates (e.g. for styling/exhibition/marketing purposes) so long as the collaboration is made explicit for assessment and so long as each student's contribution to the collaboration can be assessed in its own right (i.e. each contributing individual fulfils the full work requirements of the programme).
- Students on the programme may wish to source/employ manufactures/outworkers, again this must be made explicit for assessment and requires the authorisation of the Programme Leader.

##### Archives and Collections Centre (ACC)

The School has one of the largest and most important museum and archive collections of any UK art school and these provide an excellent study resource.

The institutional archive dates back to the School's foundation in 1845 and documents over 150 years of art, design and architectural education at the School through official papers, correspondence, photographs and press cuttings relating to the School, its staff and students. Together with over 30 Deposited Archive Collections, the size and significance of the archive continues to grow.

##### Centre for Advanced Textiles (CAT)

Students on the programme have access to the Centre for Advanced Textiles (CAT).

The remit of CAT is to provide cutting edge facilities for textile design education, a knowledge exchange/ research centre to investigate the aesthetic, technical and commercial opportunities presented by digital technology and a commercial service to industry and individuals in order to generate income.

Digital printing is ideal for small to medium scale production as there are no minimum runs and turn around is fast, creating exciting opportunities for customised design and niche marketing. Students wishing to use the CAT will be required to have a working knowledge of Photoshop or equivalent software

Please refer to the University Calendar for the full PGT regulations:

<https://www.gla.ac.uk/myglasgow/senateoffice/policies/uniregs/regulations2019-20/gsa/genericpgt/>





<b>Programme Leader:</b>	Prof. Jimmy Stephen-Cran
<b>Programme Title:</b>	MDes Fashion and Textiles
<b>School:</b>	Design

**1. Summary of amendments to Programme Specification for 2021/22 as a result of COVID-19 and list of Academic activities affected:**

No amendments as such required.

We will continue to reiterate that the acquisition of technical and practical skills can be **digital** as well as **physical** and can be evidenced *two-dimensionally* (flat and virtual work) as well as *three-dimensionally* (anything touchable). This will allow students greater flexibility and choice

We will emphasise this, in brackets, after the relevant Aims and Learning Outcomes on project briefs. We will also convey it at briefings. For example:

Aims:

- an understanding of the conceptual and practical requirements associated with developing a Fashion/Textile collection (**Digital and/or physical, 2D and/or 3D**)

Learning Outcomes:

- Ascertain specialist skills required for individual Fashion/ Textile practice (**Digital and/or physical and/or 2D and/or 3D**)
- Apply knowledge gained through fabric and/ or form experimentation (**Digital and/or physical, 2D and/or 3D**)
- Develop and test specialist technical skills which address practical considerations (**Digital and/or physical, 2D and/or 3D**)
- Apply appropriate and individual skills and solutions to resolve practical issues raised while manufacturing the collection and exit portfolio (**Digital and/or physical, 2D and/or 3D**)

**Studio/Lectures:** 'studio' and 'lectures' might be on campus and/or online

**Study trips:** Study trips will be subject to compliance with relevant public health and safety guidance. International travel will only be considered once the current GSA international travel embargo has ceased.

In addition to the programme specification the **COVID-19 Response Student Guide** outlines the overarching principles the GSA has established to ensure that in the current COVID-19 context, learning remains the priority and is adapted in the light of changes to the public health demands resulting from the pandemic. [You can read the guide here.](#)

**2. Details and outcomes of consultation with students regarding the changes detailed in question 1:**

There are no changes as such.

We will continue to reiterate that the acquisition of technical and practical skills can be **digital** as well as **physical** and can be evidenced *two-dimensionally* (flat and virtual work) as well as *three-dimensionally* (anything touchable). This will allow students greater flexibility and choice.

Details were shared with Class Reps via email and with class groups via CANVAS.

As the approach is now familiar to students no expressions of concern were expressed.

**3. Details of consultation with External Examiners and PSRBs regarding the changes detailed in question 1:**

*"Having read the Contingency Actions for 21/22, I am satisfied with the planned actions to offer the students flexibility regarding physical and digital work submission"*

Lee Harding, EE MDes F&T

**4. Details of how the changes detailed in question 1 meet the requirements of the Public Sector Equality Duty and how any potential for negative impact for students from protected characteristic groups has been or will be mitigated.**

As there are no amendments there will be no negative impact. Students will be afforded greater flexibility and choice in terms of how they might engage with the programme (in view of their individual circumstances) and how they might approach their work to demonstrate achievement of Learning Outcomes.

**Equality Impact Assessment (EIA)**

EIA was undertaken covering the institutional move to Hybrid Learning. Whilst GSA has moved to a key use of blended (rather than hybrid) the EIA needs remain the same

<b>Name of Convenor of Board of Studies:</b>	Patrick Macklin
<b>Date of Board of Studies Approval:</b>	By Convenors Action 10.05.21
<b>Name of Convenor of PACAAG:</b>	Vicky Gunn
<b>Date of PACAAG Approval:</b>	01.06.21

Following approval by Board of Studies and PACAAG, the pro forma will be published with the Programme Specification as an addendum.