



# **Student Handbook for Open University Validated Programmes**

## **BA (Hons) Fashion Design & Garment Technology**

**Course code: 4/BAFCF06H21X1**

**2021/22**

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The main headings are:

  - Factual information (module title, module tutor, type, level, credit value, mode of delivery, notional learning hours)
  - Rationale and relationship with other modules
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- Library/e-learning resources
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- Wikipedia
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- Online Journal and Magazine
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- Newspaper Articles
- Open Educational Resources (OERS and MOCCs)
- Futurelearn
- Coursera

- Computing facilities
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- Assessment
- First attempt (not a resubmission)
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- Non adherence to word count
- Marking bands
- Internal moderation
- Resit opportunities
- Level progression
- Compensation
- Level failure/repeat opportunities
- Progression with trailing assessments
- Final awards, classification and exit awards
- Recognition of prior learning (RPL)
- Aegrotat and posthumous awards
- Recording assessment decisions
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- Avoiding plagiarism
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- Academic referencing and citation
- Appeals and complaints against an assessment decision

#### **16 Other institutional policies and regulations (see York College website)**

[HE Policies and Procedures \(yorkcollege.ac.uk\)](https://yorkcollege.ac.uk)

- Disability statement
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**18 General reading list (i.e. not module specific), including electronic resources**

## **1 Welcome and introduction**

Welcome from the Chief Executive and Principal

Thank you for choosing York College University Centre for your Higher Education (HE) programme – may I say you are very welcome!

Commencing a HE programme may be somewhat of a daunting experience; there will be much to take in as you study at a higher level. Don't worry though, every single York College colleague wants you to succeed and to get to wherever it is that you're intending to get to – so please do talk to us and make sure you have the support you need to be successful.

Getting to this point means you have already achieved a significant amount and that is something to be hugely proud of. In this next chapter, do make the most of all of the learning experiences you will have; connections to other academic institutions connections to employers; connections to new peers in your sessions, and of course the talented colleagues who will be facilitating your learning.

I look forward to learning more about your progress over the coming year.

Very best wishes for a positive and productive time with us.

Lee Probert

A handwritten signature in black ink, appearing to read 'Lee Probert', with a stylized flourish at the end.

Chief Executive and Principal

## Welcome from the Head of Higher Education

You, our HE students, consistently feedback that you are very satisfied with your tutors and the quality of the supportive teaching and learning that you receive. Your tutor's enthusiasm and passion for their subject area and their exceptionally supportive approach to teaching are the key strengths of our higher education provision. We pride ourselves on the way that we teach, advise and support you to be successful on your course and this shows in the excellent achievement rates for 2020/21.

This handbook is essential reading as it provides important information about what you can expect from College and what College will expect from you in return. Please familiarise yourself with its contents and, if you are unsure, feel free to ask questions of your tutor or any other member of HE staff about it. We will be happy to help you if we can.

I very much look forward to meeting you and hope your time at York College University Centre is rewarding and successful in helping you to achieve your goals.

Best wishes



Karen Robson  
Head of Higher Education at York College



## Welcome from The Award Leader

Welcome to York College and the Art & Design division. In particular, welcome to the BA (hons) in Fashion Design & Garment Technology. This programme is validated by The Open University.

This handbook provides you with information about your programme including key contacts, your responsibilities as a student, college facilities, policies, assessment, regulations, and having your say.

I am looking forward to working with you and hope that your time at York College is both enjoyable and successful.



Rebecca O'Leary  
Award Leader  
BA (hons) in Fashion Design & Garment Technology



## **Introduction to York College**

At York College we value and respect all our students. We celebrate individual achievement and understand that our students are all different. Students should expect their time with us to be challenging, fulfilling, demanding and exciting. We work with our students to prepare them for further study and employment, and for the challenges ahead. Staff at York College work very hard to ensure that every student reaches their full potential and takes advantage of the opportunities available.

### **Mission Statement**

The Mission of York College is:

‘Where everyone matters and a successful future begins.

York College's mission is to provide a life enhancing educational experience, through inspirational teaching, working in partnership and helping individuals to be the best they can.’

The College also holds a set of values, produced and agreed by staff and students, as follows:

As a way of fostering learning, York College values...

All our students and their individual achievements

The commitment and professionalism of our staff

The highest standards in all that we do

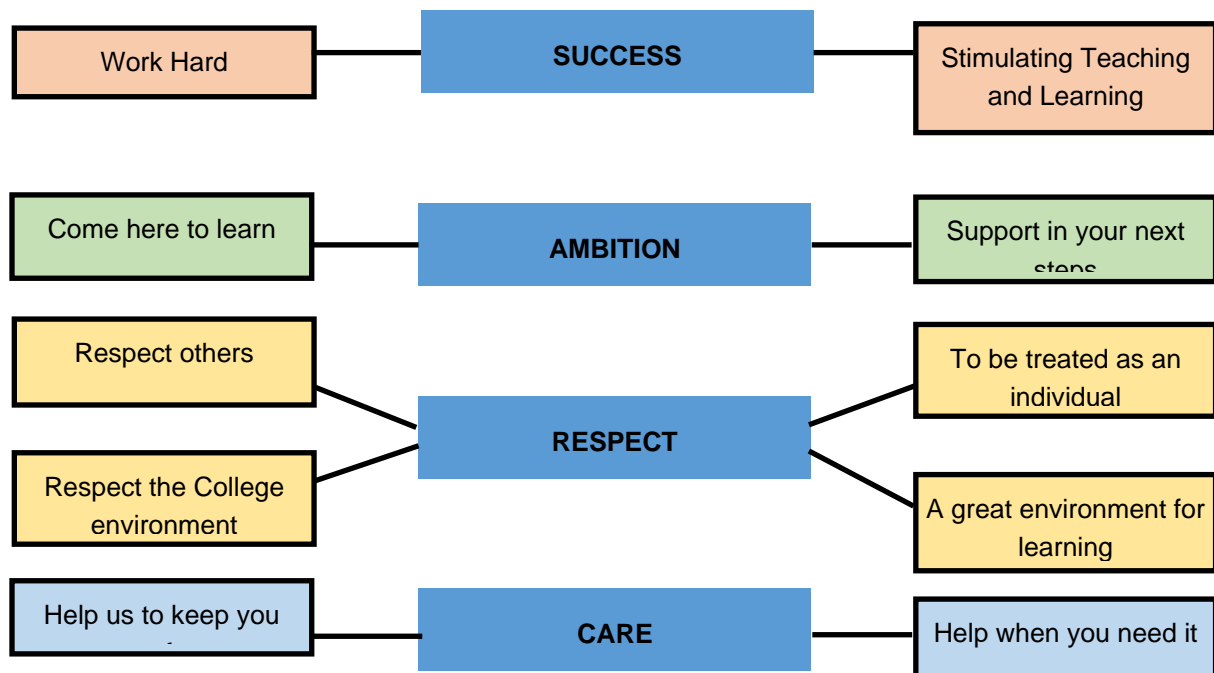
Working together to meet the needs of our College and the wider community

Effective, efficient and appropriate use of resources

Respect, equality and honest

This mission and set of values drive all York College does, and feeds into high standards to which both staff and students are expected to ascribe.

York College has an important part to play in achieving the objectives of regional economic policy. The long-term planning for the College has a clear focus for expansion into a more eclectic approach to higher education.



Academic calendar (including term, assessment, and exam board dates)

## 2 Course dates

### Semester 1

13 Sept 21 – 22 Oct 21

Half Term 25 Oct – 29 Oct

1 Nov 21 – 17 Dec

Christmas Break 20 Dec – 3 Jan 22

4 Jan 22 – 14 Jan

Inter Semester Week 17 Jan -28 Jan

### Semester 2

31 Jan – 18 Feb

Half Term 21 Feb – 25 Feb

28 Feb – 8 April

Easter 11 Apr – 22 Apr

25 Apr – 27 May

Half term 30 May – 3 June

6 June – 10 June

Exam Boards take place after each semester in February and June.



# College Calendar-2021-2022

## STUDENT CALENDAR 2021 - 2022 YORK COLLEGE

August 2021								February 2022							
Week	M	T	W	T	F	S	S	Week	M	T	W	T	F	S	S
1	2	3	4	5	6	7	8	27		1	2	3	4	5	6
2	9	10	11	12	13	14	15	28	7	8	9	10	11	12	13
3	16	17	18	19	20	21	22	29	14	15	16	17	18	19	20
4	23	24	25	26	27	28	29	30	21	22	23	24	25	26	27
5	30	31						31	28						
September 2021								March 2022							
Week	M	T	W	T	F	S	S	Week	M	T	W	T	F	S	S
5			1	2	3	4	5	31		1	2	3	4	5	6
6	6	7	8	9	10	11	12	32	7	8	9	10	11	12	13
7	13	14	15	16	17	18	19	33	14	15	16	17	18	19	20
8	20	21	22	23	24	25	26	34	21	22	23	24	25	26	27
9	27	28	29	30				35	28	29	30	31			
October 2021								April 2022							
Week	M	T	W	T	F	S	S	Week	M	T	W	T	F	S	S
9					1	2	3	35					1	2	3
10	4	5	6	7	8	9	10	36	4	5	6	7	8	9	10
11	11	12	13	14	15	16	17	37	11	12	13	14	15	16	17
12	18	19	20	21	22	23	24	38	18	19	20	21	22	23	24
13	25	26	27	28	29	30	31	39	25	26	27	28	29	30	
November 2021								May 2022							
Week	M	T	W	T	F	S	S	Week	M	T	W	T	F	S	S
14	1	2	3	4	5	6	7	39							1
15	8	9	10	11	12	13	14	40	2	3	4	5	6	7	8
16	15	16	17	18	19	20	21	41	9	10	11	12	13	14	15
17	22	23	24	25	26	27	28	42	16	17	18	19	20	21	22
18	29	30						43	23	24	25	26	27	28	29
								44	30	31					
December 2021								June 2022							
Week	M	T	W	T	F	S	S	Week	M	T	W	T	F	S	S
18			1	2	3	4	5	44			1	2	3	4	5
19	6	7	8	9	10	11	12	45	6	7	8	9	10	11	12
20	13	14	15	16	17	18	19	46	13	14	15	16	17	18	19
21	20	21	22	23	24	25	26	47	20	21	22	23	24	25	26
22	27	28	29	30	31			48	27	28	29	30			
January 2022								July 2022							
Week	M	T	W	T	F	S	S	Week	M	T	W	T	F	S	S
23	3	4	5	6	7	1	2	48					1	2	3
24	10	11	12	13	14	8	9	49	4	5	6	7	8	9	10
25	17	18	19	20	21	15	16	50	11	12	13	14	15	16	17
26	24	25	26	27	28	22	23	51	18	19	20	21	22	23	24
27	31					29	30	52	25	26	27	28	29	30	31

**AUTUMN TERM:** 8 September 2021 – 17 December 2021






**Half Term:** 25 October 2021 – 29 October 2021

**SPRING TERM:** 4 January 2022 – 8 April 2022

**Half Term:** 21 February 2022 – 25 February 2022

**SUMMER TERM:** 25 April 2022 – 1 July 2022

**Half Term:** 30 May 2022 – 3 June 2022

Key:					
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### 3 List of programme director and academic staff, their contact details and availability arrangements

Higher Education			Role
Karen Robson	Head of Higher Education and Professional	<a href="mailto:krobson@yorkcollege.ac.uk">krobson@yorkcollege.ac.uk</a> 3F102a 01904 770247	Managing HE studies and the HE curriculum
Sharon Barrington	Deputy Head of Higher Education and Professional	<a href="mailto:sbarrington@yorkcollege.ac.uk">sbarrington@yorkcollege.ac.uk</a> 3F102a 01904 770254	Acts as deputy managing in the Higher Education and professional curriculum
Lynne Mountford	Higher Education Co-ordinator	<a href="mailto:lmountford@yorkcollege.ac.uk">lmountford@yorkcollege.ac.uk</a>	Working with partners, students and external bodies
Rebecca O'Leary	Award Leader & Progress Tutor	<a href="mailto:roleary@yorkcollege.ac.uk">roleary@yorkcollege.ac.uk</a>	Managing the teaching teams and quality assurance
Marie Neal-Smith	Module Leader	<a href="mailto:Mn-smith@yorkcollege.ac.uk">Mn-smith@yorkcollege.ac.uk</a>	Development, planning, teaching and assessment of specific modules
Reuben Witcherley	Tutor	<a href="mailto:rwitcherley@yorkcollege.ac.uk">rwitcherley@yorkcollege.ac.uk</a>	Planning, teaching and assessment of specific modules
Sian King	Tutor	<a href="mailto:sking@yorkcollege.ac.uk">sking@yorkcollege.ac.uk</a>	Planning, teaching and assessment of specific modules
College Management			
	InfoZone	Tel: (01904) 770400 Email: <a href="mailto:info@yorkcollege.ac.uk">info@yorkcollege.ac.uk</a>	Managing Advice and Guidance and Student Finance Administration Team

### 4 List of support staff (technical and administrative)

Student Services			
Disabled Student Queries or Disabled Students' Allowance (DSA)		<a href="http://www.gov.uk/disabled-students-allowances-dsas/overview">www.gov.uk/disabled-students-allowances-dsas/overview</a>	Queries relating to applications for DSA funding
Ellie Langley Or Dan Peacock	Student Services Funding Adviser	<a href="mailto:funding@yorkcollege.ac.uk">funding@yorkcollege.ac.uk</a>	Applying to student finance Troubleshooting student finance applications Providing advice and guidance about the financial impact of changes in circumstances

Isla Beevers	Student data officer	<a href="mailto:ibeevers@yorkcollege.ac.uk">ibeevers@yorkcollege.ac.uk</a>	Processing change of circumstances on SLC and dealing with course corrections
Karen Gray	Credit Controller	<a href="mailto:kgray@yorkcollege.ac.uk">kgray@yorkcollege.ac.uk</a>	Confirming Attendance to SLC to release loan payments
Mike Saunders	Head of Quality Improvement	<a href="mailto:msaunders@yorkcollege.ac.uk">msaunders@yorkcollege.ac.uk</a>	Quality Assurance Manager for York College
Printing Services			
Papercut			Located on G-Floor

The Head of Higher Education with responsibility for HE programmes is Karen Robson and Sharon Barrington, Deputy Head of Higher Education. Karen and Sharon will visit groups in classes and in the HE faculty throughout the year, please do use these opportunities to pass on your feedback. Alternatively, email them [krobson@yorkcollege.ac.uk](mailto:krobson@yorkcollege.ac.uk)/[sbarrington@yorkcollege.ac.uk](mailto:sbarrington@yorkcollege.ac.uk).

Lynne Mountford is the HE Co-ordinator and has overall responsibility of coordinating HE within college. She is also the point of contact for students who require support. Lynne can be contacted on [lmountford@yorkcollege.ac.uk](mailto:lmountford@yorkcollege.ac.uk)

## 5 Name, position and institution of the external examiner(s) involved in the programme

### External Examiner

tbc

## 6 Introduction to the programme

The BA(Hons) Fashion Design and Garment Technology programme is characterised by a multi-disciplinary, experimental approach to fashion design and its subsequent production. Emphasising the importance, relevance and value of 2D and 3D applications to inform creativity in equal measures.

The BA(Hons) Fashion Design and Garment Technology provides you with a range of knowledge and skills to enable you to gain employment within the Fashion Industry. You will develop skills and understanding based on current practice in fashion design and product development through research and development in the context of social and cultural issues in an ever changing environment. The design of the programme provides you with the appropriate skills to become the informed workforce needed by the fashion industry, in a climate needing designers and garment technologists who have a technical bias to realise a product by:

- Developing a strong focus on skills which explore the traditional methods of design and, through development, bringing a garment or product to fruition. The core disciplines are explored through an experimental and innovative approach with an awareness of professional, work related practice underpinning all project based activity.

- Exploring market levels and investigate how garments are targeted to a specific audience. Research provides the insight to how elements of design, manufacture, branding and marketing are tailored to meet the expectation of a specific customer.
- Design responsibility underpins all module delivery to ensure that your garments are fit for purpose and to take to market. Delivery of all module exercises and the work produced for them is put into a “work” context so you are aware of the purpose of the work and where it fits into the design and manufacturing process in the fashion industry, by doing so promoting employability.
- You will engage with employers which is critical for you to succeed. Links with employers such as York Fashion Week, MLA uniforms, Joules, Marks and Spencer provide an insight to various aspects of supplying the high street and more specialised practice. Organisations such as The Company of Merchant Taylors, The Company of Cordwainers, York Explore Archive and The York Museum Trust offer sponsorship and exhibition opportunities involving and connecting you with the city.

Professional Development and Professional Skills Practice enables students to develop their professional and interpersonal skills, exploring future career opportunities within the fashion industry.

Students will engage in a series of ‘real-world’, meaningful scenarios focussed on developing the personal and professional attributes required by industry, bridging the gap between education and employment. Students will synthesise their learning experience through self-reflection, peer evaluation, and professional feedback, exploring career options applicable to personal strengths and aspirations. It will inform an understanding of the level of professionalism, creativity and adaptability required to negotiate a career in fashion alongside associated professional industries.

Students will have the opportunity to respond to the requirements of a range of professionally focused activities which may include;

- Negotiate a design brief with a company of choice (the negotiated brief must reflect the students own design philosophy and ethos and support intended career progression)
  - Undertaking external commissions
  - Carrying out freelance work
  - Work placement (investigate opportunities for work experience that will aid professional aspirations, and consider how these are going to be attained through the proposal)
  - Development of existing employment - where part time employment is already being carried out within the local fashion industry (such as in fashion retail) these may be developed and recorded
- The proposal may include some equivalent alternatives to work related experience that supports the student’s progression aims, for example;
- National or inter-national fashion competition briefs
  - Cross-course collaboration of projects
- External visits, live projects and collaborations are a valued aspect of the provision which promotes a working atmosphere during studio practice in timetabled sessions and provides a valuable resource for the work related modules in Level 4, 5 and 6. External engagement is ongoing throughout the programme supplementing module delivery and providing you with

live work simulated projects at each level, not only developing core practical skills but also developing personal and professional skills alongside.

- Throughout the course you are encouraged to investigate what your individual responsibility is as a designer/maker by developing knowledge of today's ecological and ethical issues around sustainable fashion in order to make informed choices and decisions in the context of fashion. The starting point of which is you identifying your own ethical framework which echoes your values. You will consider sustainable approaches at every step of the design process; Research skills, concept development, design development, fabric sourcing, processed samples, manufacture, route to market and disposal by the consumer are integrated across the programme to really emphasise this concept as a crucial part of your progression.

The course is delivered by a highly experienced teaching team with relevant industry gained knowledge to ensure that the fashion curriculum is student driven, relevant in terms of your professional development whilst developing a strong individual direction to demonstrate a personal strength. At the end of each year this all comes together in the production of an end of year show and a creative exhibition for level 6 to showcase, celebrate and launch the next stages of fulfilling your professional aspirations.

On completion of the course career progression routes could include entrepreneurial activity (such as label creation), working as a designer, garment technologist, visual merchandiser, buyer, pattern cutter and post graduate study at level 7.

### **Period of registration for Open University awards**

The period of registration will commence on the date the student registers on a Programme in September. The minimum and maximum periods within which a student will be expected to complete the programme of study and associated assessment, including the time period for any resit assessments, stated below.

The registration period is as follows:

- Foundation Degree students will be registered on the programme at York College for two years full-time and up to four years part-time.
- Full time BA (Honours) Top-Up students will remain registered for one year and up to two years part-time.
- BA (Honours) students will remain registered for three years if full time or up to six years if part time (if applicable).

The period of registration for students may be extended or terminated.

A student will remain registered for the maximum period of the award or until they have achieved the award or the registration has been terminated, whichever comes first.

The period of registration may be extended if:

- the student has had to resit or retake parts of their programme of study
- the student has been unable to study or complete a year of study due to extenuating circumstances
- the student has been given permission to take a study break as described

## 7 Programme specification

### Overview/factual information

HE Essentials, you will have access to HE Essentials on BlackBoard, in this area, you will find a number of sources of information and resources to support you HE study.

- Announcements
- Academic Resources and Writing
- Ethics Committee
- Policies, Strategy and procedures
- HE Quality Improvement Documents
- NSS
- Student Association and HE student rep feedback
- Teaching Excellence Framework (TEF)
- Careers, employability and further study opportunities
- Awarding body information/handbooks

### Programme aims and Learning Outcomes

The programme specification contains key information about your programme. This can also be found on Blackboard.

The Programme aims to produce graduates who:

- ☐ Understand the critical and contextual dimensions of Fashion Design and the artists or designer's relationship with audiences, clients, markets, users, consumers and/or participants through the development of an in depth range of specialist personal and professional skills relevant to employment in the Fashion industry.
- ☐ Understand the implications and potential of the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice within the fashion industry.
- ☐ Are able to generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or self-initiated activity by applying appropriate skills, knowledge, and understanding to present creative solutions.
- ☐ Can source, navigate, select, retrieve, evaluate, manipulate and manage information and articulate ideas and information comprehensively in visual, oral and written forms using a full range of learning resources making use of feedback.
- ☐ Employ materials, media, technical skills, techniques, methods, technologies and tools associated with Fashion Design autonomously, applying skill and imagination whilst observing personal responsibilities in professional practice.
- ☐ Study independently for continuing professional study and able to identify personal strengths and needs and reflect on personal development, managing own requirements in order to improve professional practice.

Upon successful completion of all Level 6 students will be able to:

1. Demonstrate a conceptual understanding informing and supporting a sustained argument or application in relevant practice.
2. Apply a high level of project management skills, technical knowledge and creative techniques to the production of an extended fashion design project.

[https://yorkcollegeuk-my.sharepoint.com/personal/cramsey\\_yorkcollege\\_ac\\_uk/Documents/Downloads/OneDrive\\_1\\_04-10-2021/BA \(Hons\) Fashion Design and Garment Technology \(002\).docx](https://yorkcollegeuk-my.sharepoint.com/personal/cramsey_yorkcollege_ac_uk/Documents/Downloads/OneDrive_1_04-10-2021/BA (Hons) Fashion Design and Garment Technology (002).docx)

3. Critically engage with Fashion Design and production in a professional context.
4. Identify, utilise and apply research methodologies and skills to engage with recent and contemporary scholarship.

### Programme Structure

Knowledge and understanding	
LEVEL 4	
A1	Manage a fashion design project applying technical, practical, creative skills and health and safety practices to achieve a satisfactory outcome
A2	Explain the theories, concepts, contexts and principles relevant to the contemporary fashion industry
Cognitive/intellectual skills	
B1	Select, investigate and make informed choices of materials, technologies and processes using a range of techniques and processes to satisfy a design brief
B2	Apply research methodologies to generate ideas, concepts and proposals independently or collaboratively to fashion design practice and present findings
Practical/professional skills	
C1	Plan, research and manage a “fashion project” applying core design and manufacture skills creatively using relevant techniques, equipment, media and ICT to present a body of work.
Transferable skills	
D1	Reflect on your progress in developing a range of core fashion design and manufacturing skills to support continuing professional development
D2	Apply research methods and techniques to review and apply knowledge and understanding
Knowledge and Understanding	
LEVEL 5	
A3	Demonstrate a detailed subject knowledge and competence in critical study practice and production.
A4	Review and analyse complex and conflicting theories, concepts, contexts and principles relevant to the contemporary practice.
Cognitive/Intellectual Skills	
B3	Research, analyse and evaluate information to make informed choices of materials, technologies and processes to identify solutions.
B4	Think creatively and independently, to make informed judgments and to reflect on own practice.
Practical/Professional Skills	
C2	Manage and reflect on own learning identifying outcomes for personal and professional development.
Transferable Skills	

D3	Reflect upon personal development in relation to fashion design and garment manufacture, showing an awareness of industry requirements and standards.
D4	Communicate information, ideas, problems and solutions through a range of media and to different audiences.
<b>Knowledge and understanding</b>	
<b>LEVEL 6</b>	
<b>A5</b>	Critically appraise key concepts in the planning for professional development relevant to the fashion industry
<b>A6</b>	Articulate a comprehensive detailed knowledge to critically evaluate a sustained argument for the deployment of creative 2D and 3D techniques
<b>Cognitive/intellectual skills</b>	
<b>B5</b>	Generate ideas, concepts, proposals and outcomes independently, employing materials and technologies to produce innovative solutions
<b>B6</b>	Engage critically, creatively and independently, to make informed judgments and to reflect on own practice
<b>Practical/professional skills</b>	
C3	Operate ethically in complex and unpredictable contexts with the ability to apply relevant collaborative and presentational strategies and to exhibit a body of work in an appropriate, professional and coherent manner
C4	Act autonomously within agreed guidelines demonstrating the ability to realise ideas and concepts through appropriate creative strategies and visual practices, and thereby to achieve a coherent body of professional standard self-initiated work
<b>Transferable skills</b>	
D5	Actively manage own time and learning and to learn and work independently and/or collaboratively
D6	Select and evaluate applications for different tasks within the context of the discipline applying knowledge and understanding

## Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Level	Semester	Title	Credits	Status of Module*
4	1	Fashion Presentation	30	NC
4	1,2	Fashion Translation	30	NC
4	1	Creative Journal	20	C
4	2	Design Collaboration	40	NC
5	1	Commercial Viability	30	NC
5	1,2	Preparing for Industry	30	NC
5	1	Negotiated Study	20	C
5	2	Product Innovation	40	NC
6	1	Product Development	30	NC
6	1	Design Research Proposal	20	C
6	2	Major Design Project	50	NC
6	1,2	Professional Practice	20	C

\* NC - Non-Compensatory

\* C – Compensatory

(See section 14 'Assessment and progression regulations' - Compensation)

Level 4 Modules;

Module	Semester 1	Semester 2
Fashion Presentation	(15 weeks)	
Fashion Translation	(24 weeks)	
Creative Journal	(15 weeks)	
Design Collaboration		(15 weeks)

Level 5 Modules;

Module	Semester 1	Semester 2
Commercial Viability	(15 weeks)	
Preparing for Industry	(27 weeks)	
Negotiated Study	(15 weeks)	
Product Innovation		(15 weeks)

Level 6 Modules;

Module	Semester 1	Semester 2
Design Research Proposal	(13 weeks)	
Product Development	(15 weeks)	
Professional Practice 2	(27 weeks)	
Major Design Project		(15 weeks)

**Level 4;**  
Semester 1

Unit	Tutor	Hand-out date	Hand in date	Returned work
Fashion Presentation	RO RW MNS	14/09/21	14/01/22	01/02/22
Fashion Translation (24 weeks)	RO SK	14/09/21	Sem 2	Sem 2
Creative Journal	RO	14/09/21	14/01/22	01/02/22

Semester 2

Unit	Tutor	Hand-out date	Hand in date	Returned work
Design Collaboration	RO MNS SK RW	01/02/22	10/06/22	28/06/22
Fashion Translation (24 weeks)	RO SK	Sem 1	07/04/22	05/05/22

**Level 5;**  
Semester 1

Module	Tutor	Hand-out date	Hand in date	Assessment Feedback
Commercial Viability	RO RW MNS	14/09/21	14/01/22	01/02/22
Preparing for Industry (27 weeks)	RO MNS	14/09/21	Sem 2	Sem 2
Negotiated Study	MNS	14/09/20	14/01/22	01/02/22

## Semester 2

Unit	Tutor	Hand-out date	Hand in date	Returned work
Product Innovation	RO MNS RW	01/02/22	09/06/22	28/06/22
Preparing for Industry (27 weeks)	RO MNS	Sem 1	12/05/22	26/05/22

## Level 6;

### Semester 1

Unit	Tutor	Hand-out date	Hand in date	Assessment Feedback
Product Development	RO MNS RW	14/09/21	14/01/22	01/02/22
Design Research Proposal	MNS	(task 1) 14/09/21	22/10/21	16/11/21
		(task 2) 14/09/21	17/12/21	01/02/22
Professional Practice (27 weeks)	RO MNS	14/09/21	Sem 2	Sem 2

## Semester 2

Unit	Tutor	Hand-out date	Hand in date	Returned work
Professional Practice (27 weeks)	RO MNS	Sem 1	12/05/22	26/05/22
Major Design Project	RO MNS RW	01/02/21	10/06/21	28/06/21

## Module Overview (also see module handbooks)

### Level 4 Modules;

#### Fashion Presentation (30 credits) semester 1;

Introduces the principles and sequence of the design and production process, typically including visual research and design development from a selection of successful initial ideas through to portfolio presentation. Traditional and digital methods of visual recording and presentation are integrated into the module exercises. An experimental approach is encouraged using primary sources to reinforce the requirement to produce original creative design work. Fabric/textile translation and fashion illustration support and communicate these ideas to fully realised garment designs. Teaching and learning takes place in the

[https://yorkcollegeuk-my.sharepoint.com/personal/cramsey\\_yorkcollege\\_ac\\_uk/Documents/Downloads/OneDrive\\_1\\_04-10-2021/BA \(Hons\) Fashion Design and Garment Technology \(002\).docx](https://yorkcollegeuk-my.sharepoint.com/personal/cramsey_yorkcollege_ac_uk/Documents/Downloads/OneDrive_1_04-10-2021/BA (Hons) Fashion Design and Garment Technology (002).docx)

design studio and the MAC Computer suite and is delivered as a combination of exercises which are demonstration led, followed by tasks to reinforce that specific learning has taken place. The module brief will bring all skills learnt in these taught exercises to fruition.

### **Fashion Translation (30 credits) semester 1 & 2;**

Introduces the principles of creative pattern cutting, both from a 3D to 2D perspective through working on a stand and by drafting from a 2D sketched design to a toile garment. The exercises delivered refresh those students who have previous pattern cutting experience and introduce students to this subject if their previous pattern experience is more limited. Teaching is studio based, however, as the module unfolds, the machine room and the CAD pattern room will be used also. Garment construction is delivered alongside pattern cutting with a manufacturing/production focus. A technical journal of manufacturing methods and processes is used to record sequences of garment production. Delivery is by demonstration but the emphasis here is on you practicing and perfecting the techniques shown to raise the quality of your 2D translation skills through pattern cutting and stitched work and you will be required to study independently to achieve the required professional standard. Through the technical journal, evaluation and reflection are used to identify areas that need improvement. This can be aesthetically or through fit. This book provides an invaluable reference point for future work to allow navigation of specific areas of a garment independently when translating a design into a pattern. The module concludes in a technically biased although design led project brief to bring all the skills together.

### **Design Collaboration (40 credits) semester 2:**

This module is the “Major project” of the first year of your study and the work that is produced will contribute to the final year fashion show. You are introduced to team working which is reflective of industry practice. This will be a live project worked in collaboration with an industry partner. You are required to engage in decision making to generate the most effective design solutions for the group. You will work collaboratively both with your year group but also alongside level 5 and 6 students to promote a real community of learning and development.

### **Creative Journal (20 credits) semester 1;**

This module will include individual lectures, visits to exhibitions and external events, covering a wide range of disciplines. The aim is to introduce skills in research and archiving methods. This will lead towards oral presentations and essay development throughout the year to produce case studies and shop/brand reports. The module also requires the production of a creative journal to log and respond to experiences, to formulate opinions and theories and to build on knowledge in terms of the broader context of art and design, preparing you to undertake a self-negotiated study at level 5.

The Level 4 modules have been designed to provide you with a broad experience that allows you to focus and progressively direct your strengths.

### **Level 5 Modules;**

#### **Commercial Viability (30 credits) semester 1;**

This module will address the concepts and skills related to product development and technology within the field of fashion design and production. It will introduce the student to

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product development and identify new and emerging technologies that will explore the interaction between a garment and its commercial environment. Skill based exercises will be used to extend the students appreciation of the varying stages of product development and garment construction. Students are encouraged to take an individual approach and apply it in a relevant professional context. Students research appropriate industrial and business practices with particular reference to new developments in fashions trends and production, markets for fashion products and contemporary social and cultural issues.

This project will include garment design and construction, market research, trend analysis and prediction forecasting.

You will be required to complete significant amounts of work outside of class. As a rough guide, you should spend about 100 hours studying for each 10 credits in the programme (including class time).

### **Product Innovation (40 credits) semester 2;**

This is the final module of Level 5 and will have significant input to the end of year show. This module is introduced as a live project worked in collaboration with an external partner. A self-initiated/negotiated brief is designed to allow the student to learn and develop previously learnt skills and is outlined through a Statement of Intent. This is a stand-alone module and is designed to give the student and staff the opportunity to diagnose skills, areas of strength and will highlight potential professional development.

Students begin the module by undertaking a live project which helps them review and reflect on learning and skills to date and broaden out their portfolio. In doing this the students form and describe a view of their position as a designer within their chosen field. Work will be planned and negotiated to reflect the student's personal area of interest through a Scheme of Work. Measurable targets will be negotiated that challenge the student and include research, analysis of selected concepts and themes that when associated with an agreed rigorous rationale promotes creative use of materials and advanced specific skills. In this module students are expected to manage their time efficiently to meet deadlines and respond to the challenge of working on a scheme of work. This project reflects their personal interest and should be used to address and develop their skills further, for example exploration of the more technical aspects of the fashion subject. Students are required to produce a portfolio that evidences expertise in the generation and realisation of ideas for designs to meet commercial and personal rationales and could be used as a vehicle to put together a portfolio of work that has a strong, design led, professional and individual approach.

### **Negotiated Study (20 credits) semester 1;**

During this module students apply a critical and contextual dimension to fashion communications and demonstrate their understanding of contemporary fashion design practice. The module continues to emphasise the development of key and transferable skills established at level 4.

Students increase the depth of their subject-specific knowledge by extending their exploration of design issues and will learn how to plan and develop an essay. The module further develops the student's skills in researching, assimilating and evaluating information, highlighting the procedures that are relevant to contemporary practice in fashion design.

### **Preparing for Industry (30 credits) semester 1 & 2;**

As with the other work-related elements embedded into the programme, this module

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encourages students to begin career planning. It is concerned with professional relevance and gives the knowledge and transferable skills that will allow students to shape a sustainable career within the fashion industries, or in other related professions.

The module is intended to give a professional context to undergraduate study and an opportunity to evaluate existing skills in relation to external needs through the generation of a Professional Development Plan (PDP) including a CV, personal statement, personal branding, professional social media presence and SWOT analysis. The PDP also requires examination of business organisations and comparisons between job roles within the fashion sector to provide students awareness of the current business environment and labour market.

Students are introduced to professional environments through various means such as live briefs, undertaking external commissions, competition briefs, freelance work, cross-course collaboration of projects and work placement.

Students will develop a project proposal within which they will consider how they might approach this module, recognising professional development needs, any personal restraints they might need to consider/overcome in order to carry out a meaningful work experience (such as financial needs or geographical location) and include a scheme of learning for the 27 weeks that proposes outcomes reflective of a 30 credit module at level 5. This is to be submitted at week 7 to ensure proposed activities are quality assured, engage with employers and guarantee outcomes support individual progression aims.

Reflection will be an ongoing, continuous process recorded and archived through each students' own, personally branded website.

#### **Level 6 Modules;**

##### **Design Research Proposal (20 credits) semester 1;**

DRP provides the opportunity to explore personal themes and interests through research, presented both in text and visuals. This document offers a design proposal for the development and production of a Final Collection. This provides both the academic underpinning of your practical work, formulating a planned strategy to take you through the Product Development Module up to the end of sketchbook research stages of Major Design Project.

##### **Professional Practice (20 credits) semester 1 & 2;**

This module supports you in your development and realising your future objectives by identifying your individual needs and aspirations and runs parallel to all other modules. The personal development plan is embedded and will be delivered via the curriculum. The personal development of fashion design skills is fundamental to the design of the programme and is particularly highlighted in this module.

##### **Product Development (30 credits) semester 1;**

This module provides initial practical research solutions as highlighted in the Design Research Proposal. A technical notebook/sketchbook will be produced. This systematically logs and explores practical responses to primary research material. These responses are to be offered in a variety of guises, experimental/creative pattern cutting, cloth sourcing and properties, colour stories, textile manipulations and processed samples. The material produced for this module will provide a broad spectrum of practical ideas. These are to be selected from and taken forward into viable garment ideas to be researched more deeply in

Major Design Project.

### **Major Design Project (50 credits) semester 2;**

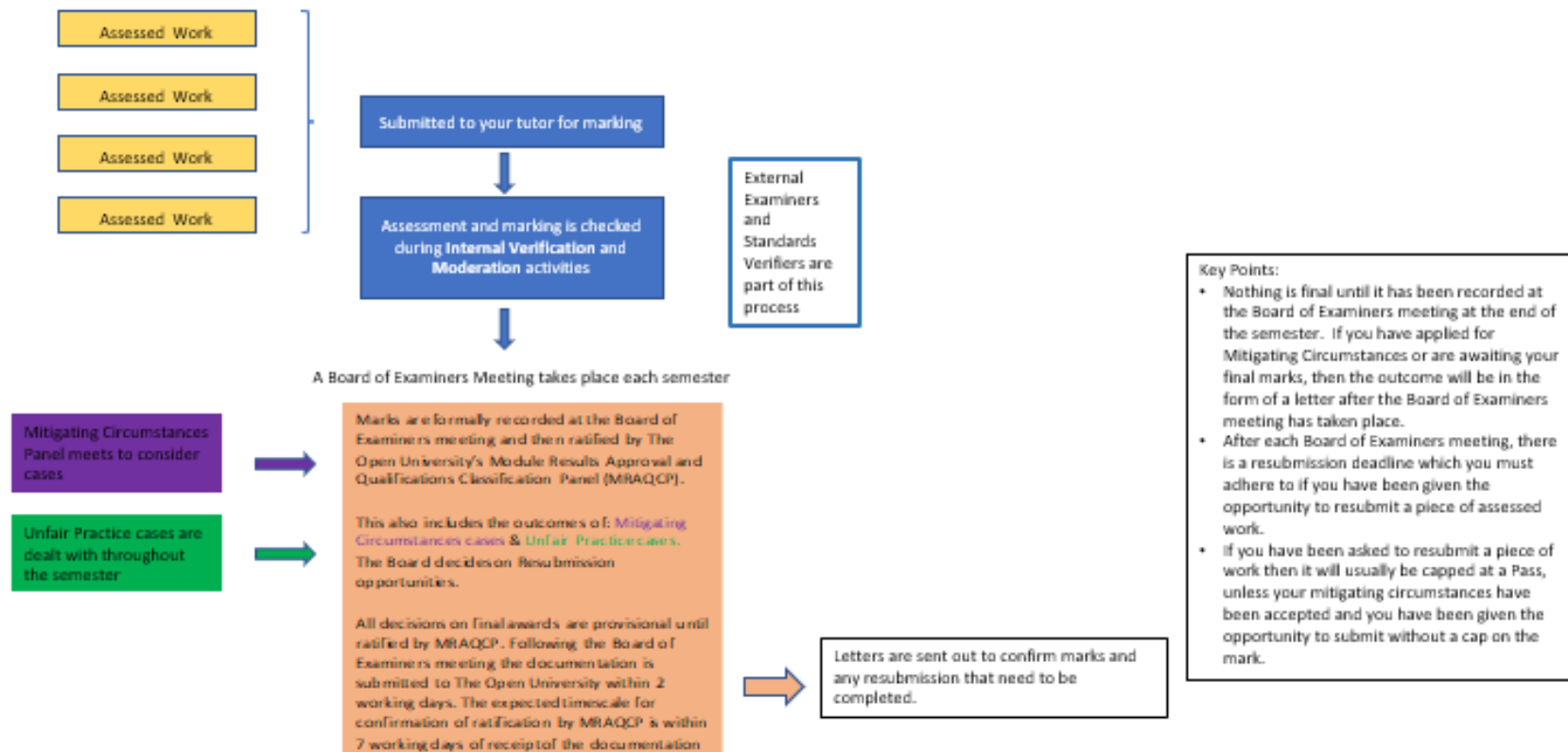
This module reflects a personal interest and expertise in a particular area of fashion. This is demonstrated through the production of a Final Major Collection of garments which will be presented at the End of Year show. Sketchbook research is produced from selecting the most successful or viable ideas from the technical notebook in Fashion Development. These ideas are explored more fully; cloth and colour stories are fine-tuned, samples are produced using appropriate methods and sequences in preparation for garment realisation at design development stages of this module. Once complete six outfits will be selected, toileed and manufactured to a professional sample garment standard. All aspects of this module must be produced to a high standard, garments, patterns, relevant manufacturing and costing documentation, and appropriate portfolio presentation boards.

### **What Is A Reading List?**

Your tutor will give you a reading list for each module. It has been put together to give you a guide to what you should be reading in preparation for the classes and the assessment you will be undertaking. There will probably be a mixture of books, journal articles, key documents (such as legislation) and other media (such as videos, radio and tv programmes, etc.).

Usually this forms a minimum level of reading, with some ideas for extended reading, so you should ask your tutor if you are unsure which texts to read

Please see the assessment flow chart below for guidance.



## 8 Module specifications - see module handbook

The main headings are:

Factual information (module title, module tutor, type, level, credit value, mode of delivery, notional learning hours)

Rationale and relationship with other modules

Aims of the module

Pre-requisite modules or specified entry requirements

Information on whether or not the module is compensatable

Any PSRB requirements

Intended learning outcomes/ teaching and learning strategy

Indicative content

Assessment strategy, assessment methods, their relative weighting and mapping of assessment tasks to learning outcomes

Teaching staff associated with the module

Key reading list and other indicative texts.

## 9 Student support, guidance and advice

York College's mission is to provide a life enhancing educational experience, through inspirational teaching, working in partnership and helping individuals to be the best they can.

‘York College: Where everyone matters and a successful future begins. ‘

York College's ambition [vision] is to be truly outstanding in all that we do The College wishes to become outstanding for students, employers, its community and staff; we wish to stand out from the crowd for the quality of our provision. The aim is for York College to be an outstanding place to learn and work.

### Student Charter

While you are a student at York College you can expect:

Helpful advice and guidance about which courses to study	Interesting and stimulating classes with a variety of learning activities
Information about support services available to you, e.g.: <ul style="list-style-type: none"><li>– Learning Support</li><li>– Counselling and Well-being</li><li>– Careers Information, Advice and Guidance</li><li>– Welfare and Finance</li></ul>	Assessed work returned with helpful comments within an agreed timescale
Simple and clear guidelines about what you will need to do to be successful	Regular opportunities to discuss your progress
Facilities and equipment to support your individual learning needs	Opportunities to express your views about the course and college and be represented on appropriate committees including the Board of Governors
An induction that helps you to get to know the college, your course, key staff and other students	To be treated and respected as an individual
Friendly, caring, well qualified and supportive	A clean, pleasant and safe college

As part of our commitment to continuous improvement, we welcome your feedback. So, during your time at York College we will ask if you think we have kept these promises.

However, whilst you are a student at York College, we will expect you to:

Work hard	Complete work on time and to the best of your ability
Respect others, whoever they are	Help us to keep the college tidy
Come to college prepared to learn	Avoid offending others by using appropriate language at all times
Turn up to classes on time	Take care of the college buildings, furniture and equipment
Attend all classes, but let us know in advance if you can't	

Induction arrangements-at the start of your course you will have an induction process. This will involve, meeting your tutors, familiarising yourself with the college and university centre, timetables, expectations, and navigation of our VLE.

Personal tutoring-you will have a personal tutor whilst studying here with us at the college. Your personal tutor will provide pastoral support and set clear targets to support your achievements on the course. See below for further guidance of the personal tutor role.

Study skills-our staff will support you and help to develop your study skills. There is also a section on HE Essentials with links to study skills, referencing, academic integrity, research and more.

### Role of personal tutor

Small class sizes mean our students receive more contact time with expertly trained tutors and receive outstanding student support both in sessions and outside of class.

Tutorials are a key part of the tutor-student relationship. They should help you to gain a closer understanding of your tutor's expectations of you and your coursework and help your tutor to gain an understanding of your feelings and progress. You can discuss your thoughts on your own development and your strengths and weaknesses, addressing them specifically to see what can be done about them.

Your tutor will clearly outline during induction how tutorials will be scheduled throughout the year, and most tutors will arrange one-off tutorials if you need to meet with them for a particular purpose (to discuss a particular assessment task, for example).

### HE Students

Students will have regular opportunities to discuss progress with their allocated Progress Tutor. This will, ordinarily be 4 times per year - 1 at the start of the academic year, 1 towards the end of semester 1, 1 after the February Exam Boards and 1 towards the end of

Semester 2. Part-time programmes include tutorial time before/after classes and/or electronic conversations. Students will also have access to the centralised programme of College Events activities.

## **1:1 Tutorials**

The main purpose of the 1:1 tutorial is to ensure that students are successful at College and that they know how they are doing with their work/studies and what they need to do to improve. Careful progression planning, support and guidance including UCAS/ Careers/ Employability/ Target Grades also form an important part of the tutorial programme. Students will have regular 1:1 tutorials with their allocated Progress Tutor (usually at least once every six weeks).

## **Careers guidance at both institutional and programme level**

[https://yorkcollege.blackboard.com/ultra/courses/\\_32764\\_1/cl/outline](https://yorkcollege.blackboard.com/ultra/courses/_32764_1/cl/outline)

Qualified careers advisers are readily available to help you reach your future career goals. From quick questions via email or one-to-one guidance to discuss your longer-term career goals, the Careers Service at York College is here to enable all students to plan for their future and make informed decisions. Our service is free, confidential and supports your individual journey.

Have a conversation with your tutor about what progression routes are available for you at College and make sure you consult with Student Services to see what fees and funding apply to you.

## **Counselling and student welfare**

There may be occasions during your time at college when you experience problems, feel under pressure and find it hard to cope. Our counselling and mental health service can help.

## **You Feel Anxious, Stressed or Worried**

It is quite normal to feel anxious at the start of your course. You may have feelings of inadequacy or low confidence. These will generally subside as you discover what the course entails and what your strengths and weaknesses are. You may not notice it, but by the end of the year, you will see things very differently.

The College understands that students have personal and professional lives. You may be a parent, carer or grandparent, or have other caring responsibilities. You may have a part-time or full-time job. You may be a parent or carer, have a work-placement and a job! As your course progresses your workload will start to build up and you may feel that it is difficult to fit everything in around these other lives.

You may begin to worry about a topic or module/unit that you can't understand or a particular piece of assessed work that you are struggling to get to grips with. This is normal. Every student has one or two 'gremlins' that they struggle with. You may feel that your worry is silly or trivial, but it isn't. Sharing this worry with your fellow students or your tutor usually reveals that you're not the only one who's worried!

Please talk to your tutor about these feelings at any stage during your course during a tutorial.

- Further support is available from Student Services:
- Advice and guidance if you struggling financially or need support with living costs
- Counselling with personal issues and problems (self-referral)
- Academic skills support if you feel that you need to develop your skills

[https://yorkcollegeuk-my.sharepoint.com/personal/cramsey\\_yorkcollege\\_ac\\_uk/Documents/Downloads/OneDrive\\_1\\_04-10-2021/BA \(Hons\) Fashion Design and Garment Technology \(002\).docx](https://yorkcollegeuk-my.sharepoint.com/personal/cramsey_yorkcollege_ac_uk/Documents/Downloads/OneDrive_1_04-10-2021/BA (Hons) Fashion Design and Garment Technology (002).docx)

- Mentoring if you are struggling to get organised or need some help with time management.
- We regularly post information to HE essentials to keep you informed and ahead

York College welcomes those of all faiths and none. It has a designated room 'Oasis' set aside for personal reflection and prayer. The College hosts a number of well attended 'Oasis' lectures exploring a range of ethical and spiritual issues.

### **Support for students with disabilities**

[https://yorkcollege.blackboard.com/ultra/courses/\\_32764\\_1/cl/outline](https://yorkcollege.blackboard.com/ultra/courses/_32764_1/cl/outline)

Many students find that there are times when they need additional support at College. Please let us know if you want support because you have learning difficulties and/or a disability.

You can find out more about the kind of support the College can offer by asking for a copy of the booklet 'Able to Learn' or by arranging to talk to somebody about additional learning support.

If you have Dyslexia, or another specific learning difficulty, you can request a specialist assessment as you may qualify for access arrangements, e.g., 25% extra time, reader, laptop in exams. However, you are advised to declare this at the start of your course, and it must be your evidenced normal way of working.

Contacting Learning Support:

Call: 01904 770438 In person: room 1F038 (in the Learning Centre)

- Financial advice and support
- DSA

How to see if you are eligible for Disabled Students Allowance (DSA). You may be able to get personal support or equipment through DSA. More information can be found in the booklet 'Bridging the Gap' available on the Direct Gov website at

[www.direct.gov.uk/studentfinance](http://www.direct.gov.uk/studentfinance)

Phone: 0845 300 50 90

Textphone: 0845 604 44 34

email: [dsa\\_team@slc.co.uk](mailto:dsa_team@slc.co.uk)

If you wish to discuss your support needs please contact us. We can provide you with up to date information and talk to you about applying for DSA.

### **Financial Advice and Support**

[https://yorkcollege.blackboard.com/ultra/courses/\\_32764\\_1/cl/outline](https://yorkcollege.blackboard.com/ultra/courses/_32764_1/cl/outline)

There is a commitment from York College to provide a £600 bursary for all eligible Higher Education students.

In line with OFS, the college prioritises students from groups who are under-represented in higher education or disadvantaged:

students with mental health problems, Specific Learning Difficulties and/or an autism spectrum disorder such as Asperger Syndrome  
carers

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estranged young people  
students from gypsy and Traveller communities  
refugees  
care leavers  
students living in a household under £25,000

You can get support with sorting out your student finance arrangements

If you are in receipt of DSAs and you are moving onto a top-up you need to arrange the transfer of your support to your new HEI or college. Changing course or university may mean that you need to have slightly different support in place, so you may have to have a top-up needs assessment. Ask about the HEI or college's disability advisor: they will be the best person to discuss this with.

Any student who needs financial support can also apply for hardship funds-see HE Essentials for more details

### **Guide to the Virtual Learning Environment (VLE)**

The College VLE is Blackboard. There is a central HE Blackboard page which contains a course that is assigned to you as a student which has notices and regulatory information (HE Essentials). You will be sent a link and a welcome to this site in the first few weeks of the academic year and will receive updates throughout the year as new information is added. This page includes regulations, policies and forms that you will need as you go through your programme.

There is also a section of Blackboard that relates specifically to the BA (hons) Fashion Design & Garment Technology programme. This contains course resources, assessment and other programme specific resources. You will be shown how to access this.

### **Turnitin**

[https://yorkcollege.blackboard.com/ultra/courses/\\_32764\\_1/cl/outline](https://yorkcollege.blackboard.com/ultra/courses/_32764_1/cl/outline)

Turnitin is an external system that checks your writing against millions of other pieces of writing including all others submitted through safe assign previously. It will highlight where there are matches with the other writing in its database and give you a match percentage based on the number and length of those matches. For example, a piece of work with a couple of small matches might return a percentage of 5%, but a piece of work with several large matches might return a percentage of 50%.

You will be required to submit all your written assignments through Blackboard, and these will then pass through Turnitin to be checked for originality and then for grading. Your tutor may use Turnitin to give feedback, including comments on your grade; why you received it; and what you can improve for the next assignment. Because this is hosted on Blackboard, you can access this feedback wherever you have an internet connection. However, your tutor will still expect to have tutorials with you to discuss your progress and to give you feedback on your assignments.

Matches will occur for common phrases that have been used by other writers and students, and also Turnitin may find a match where quote marks or referencing have not been used correctly.

### **Student Services**

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## **HelpZone**

We will try to help you with any query, no matter how big or small.

What can we do? We are here to help and support all students in need, we can:

Make appointments with Head of Higher Education (for example – if you wish to change courses or subjects).

Provide information and access to internal and external services:

- Transport
- Counselling, Intensive Personal Advisors and Learning Support
- Funding
- Careers
- Substance Misuse
- Carers and Parenting
- Accommodation and Homelessness
- College drop in services
- Safeguarding issues; e.g. abuse, domestic violence, social services
- Supporting the Sexual Health Clinic and condom distribution

Worried about another student? We can help with that too

Where are we? Room 1F096, First floor social area, by the Atrium

Contacting us: Email [Helpzone@yorkcollege.ac.uk](mailto:Helpzone@yorkcollege.ac.uk), or

call in between 8.30 am and 4.30 pm

Telephone 01904 770405/455

## **InfoZone**

Whether you are a student, member of staff or visitor to the College you can access Student Services via the InfoZone which is situated behind Reception near the main entrance. We offer impartial Information, Advice and Guidance on a full range of services, including (but not limited to):

Course Information & Enrolment

Travel & Transport

Health

Welfare & Funding

Careers

Counselling

Personal Support

Confidential appointments with specialist advisors are also available and can be arranged by telephone or in person at the InfoZone

In addition to your Award Leader and Progress Tutor, there are a range of specialist advisors available at College. Appointments with them can be made through the InfoZone. These services include careers, welfare, and financial advice, health and personal support. The advisors may also contact external services and make appointments if this is felt necessary.

## **Visible ID Policy**

The College operates a visible ID policy for all staff, Governor, students, contractors,

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commercial and professional visitors to the College. This helps the College to ensure that only authorised persons are admitted to the buildings to maintain a safe and secure environment. All students and staff must wear their College lanyards around their necks at all times to confirm at a glance that they are a registered member of the College community.

Full details of the Visible ID Policy can be found at:

<https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/General-Regulations/Visible ID Policy and procedures.pdf>

### **You Wish to Pass on a Compliment**

<https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/General-Regulations/Complaints-and-Compliments-Procedure.pdf>

Many good things will happen throughout your time at College and we love to hear about them. If you feel like you want to say 'thank you' to a tutor, a manager, a cleaner, another student or absolutely anyone for something they have done to make your life at College better, then please let us know and we can pass on your thanks to that person. It can be something as small as brightening your day with a smile, or something as large as inspiring you to successfully complete your course.

You can send in a compliment via the College website

or

Hand it in at InfoZone who will send it to the Quality Improvement Team.

### **You Have a Concern or Want to Make a Complaint**

<https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/General-Regulations/Complaints-and-Compliments-Procedure.pdf>

If you have a serious issue with the College or your course, and need to raise your concerns, then you should:

Contact your tutor or another member of staff to discuss your situation. Discussing issues is the best way to resolve things before problems become serious and the College will do everything to find a solution where one is available.

If your issue has not been satisfactorily addressed at that stage, then you can register a formal complaint on the College website [www.yorkcollege.ac.uk](http://www.yorkcollege.ac.uk) and download a copy of the complaints form. This is directed to the Quality Improvement Team for recording and disseminating as appropriate.

What happens next:

We aim to send you an acknowledgement letter within 3 working days of receiving the complaint confirming who will carry out the investigation along with contact details

Investigating staff aim to meet with you within 10 working days in order to investigate raised concerns.

Final response will be sent by letter within 20 working days of first receiving it. This is our target for all complaints. If we need more time to investigate, we will explain why and when you can expect our response.

### **Appeals**

If you remain dissatisfied, you have the right of appeal, in writing to the College Principal,

[https://yorkcollegeuk-my.sharepoint.com/personal/cramsey\\_yorkcollege\\_ac\\_uk/Documents/Downloads/OneDrive\\_1\\_04-10-2021/BA \(Hons\) Fashion Design and Garment Technology \(002\).docx](https://yorkcollegeuk-my.sharepoint.com/personal/cramsey_yorkcollege_ac_uk/Documents/Downloads/OneDrive_1_04-10-2021/BA (Hons) Fashion Design and Garment Technology (002).docx)

within 10 working days of the date on the final response letter being issued  
The Principal or designated Deputy/Vice Principal (depending on who conducts the appeal) will respond within 10 working days and arrange an appropriate time to meet with you to discuss your appeal  
An appeal hearing letter is sent within 10 working days of appeal hearing  
After hearing your appeal, the Principal or Deputy/Vice Principal's decision will be final.  
If you wish to appeal the decision as above, then this will then be referred to the awarding organisation/validating partner.

#### Cut-off Limits

The College cut-off is 3 months after the date of an incident to accept a complaint. The College is willing to consider exceptions only where a valid reason is presented, with clear evidence, that the complaint could not be made within the time limit.

#### Referral

The Office of the Independent Adjudicator (OIA) is an independent body who may review a complaint in certain circumstances. More information is available on the OIA website:

<http://www.oiahe.org.uk/>

The OIA will generally only consider taking a case after the awarding body/validating partners decision has been exhausted.

The Higher Education Funding Council for England (HEFCE) will only investigate certain issues, and only after the complaint's procedure has been completed here at College. For more information, please see HEFCE's website:

<http://www.hefce.ac.uk/reg/forstudents/Student.complaints/>

For more information about the College Complaints and Compliments Procedure please go to: Blackboard HE Essentials

#### **You are Ill or Absent**

Students have access to a new product called Student Advantage whereby they can report absences. If and only if, they are unable to access this online or someone is reporting on behalf of someone else, they can still call the absence line on 01904 770399.

The link to the online portal is

<https://studentadvantage.yorkcollege.ac.uk>

It can be found on the general contact page on our website.

#### Safety Net-Support for Students

Should you have any concerns or questions about your College experience, you should talk to your Personal Tutor. Tutors can be emailed by typing [roleary@yorkCollege.ac.uk](mailto:roleary@yorkCollege.ac.uk)

Support is also available through the Helpzone (Room 1F096, First floor social area, by the Atrium), Email [Helpzone@yorkCollege.ac.uk](mailto:Helpzone@yorkCollege.ac.uk), or call in between 8.30 am and 4.30 pm, telephone 01904 770405/455.

You can also contact York College by phone on 01904 770200 or visit the website at

[www.yorkCollege.ac.uk](http://www.yorkCollege.ac.uk)

#### **College Facilities**

##### Sports & Fitness Centre

[https://yorkcollegeuk-my.sharepoint.com/personal/cramsey\\_yorkcollege\\_ac\\_uk/Documents/Downloads/OneDrive\\_1\\_04-10-2021/BA \(Hons\) Fashion Design and Garment Technology \(002\).docx](https://yorkcollegeuk-my.sharepoint.com/personal/cramsey_yorkcollege_ac_uk/Documents/Downloads/OneDrive_1_04-10-2021/BA (Hons) Fashion Design and Garment Technology (002).docx)

The £60 million York College building offers state-of-the-art sports facilities for hire to the public. We have the following facilities available to hire: Synthetic turf pitch (STP), Sports hall and Multi-use games area (MUGA).

For more information contact the Facilities Manager  
Sports Department  
York College  
Sim Balk Lane  
York  
YO23 2BB  
Tel: 01904 770482  
Email: [sportsfacilities@yorkcollege.ac.uk](mailto:sportsfacilities@yorkcollege.ac.uk)

#### Inspired - Salons

This is located on the ground floor off the main college atrium. Relax and enjoy our range of hair, beauty and natural holistic therapies. Our modern facilities include a sauna and steam capsule. We only use professional products such as Dermalogica, Wella and CND Vinylux.

To book an appointment or to find out more, please call the salon on 01904 770254. More information is available on the College website.

## **10 Opportunities for personal development planning**

The York College Fashion team have worked closely with industry professionals resulting in invaluable work experience opportunities and a varied guest speaker programme for example, Bridal Wear placements, MLA employment opportunities, Fashion Photography, overseas manufacturers for example.

Staff and students have also worked closely with local organisation, York Fashion Week, that celebrates the local fashion industry and hosts a week long event including film screenings, collection previews, gallery exhibition private views, fashion brand promotions and industry guest speakers.

The above offers excellent opportunities for personal development planning.

The fashion department have excellent long standing professional relationships with the local guilds, The Cordwainers and The Merchant Taylors, both of whom support our students at prestigious annual prize giving ceremonies. Such organisations are steeped in tradition and form a major part of our ancient cities heritage. We also celebrate our connection with the York Museums Trust and have exhibited level 5 collections at one of their three city centre locations for many years – for example 2021 will see students produce garments in connection with the upcoming Grayson Perry exhibition at York Art Gallery at which garments will be displayed for the summer season.

Encouraging students to design 'ahead of season' is supported by an annual overseas visit to Premier Vision at which students have access to trend analysis such as colour, fabric and concepts. Students also purchase final major project materials in the prestigious fabric district of Paris.

In addition to the above York College is a member of Screen Yorkshire, an organisation which will support our students through guest speakers and access to a local network of

professionals in capturing the process and final outcomes through the medium of film – this is reflective of industry practice and is an excellent addition to your progression portfolio.

## **11 Opportunities and support for study abroad**

Not applicable

## **12 Work Placement Information**

Inter Semester Week 17 Jan -28 Jan 2022

During the inter-semester break, we strongly recommend you complete a voluntary work experience at an organisation of your choice. This would give you the opportunity to gain invaluable experience in the workplace and allow for the application of knowledge gained on your course. This would enable you to provide examples in the workplace and gain relevant skills relevant to future opportunities and to promote on a CV.

## **13 Facilities and Services**

### **The Learning Centre and The Learning and Research Team**

The Learning Centre extends to 3 floors overlooking the atrium at the heart of the college. Each floor offers a Help Desk where friendly experienced staff can be located. Floors 2 & 3 of the Learning Centre are occupied by the Learning and Research Team (Library). They are there to answer both library and IT enquiries and provide support and advice with research, study skills, locating books and eBooks, journals, magazines, websites and databases both on and off campus. Resources can be borrowed, returned or reserved on both floors.

**What is the Learning and Research area?** Within the Learning and Research area there are 29500 books, 96 journals and access to over 1000 eBooks and various journal databases, plus online newspapers. The area offers a study environment to suit all needs, group or individual study spaces, a relaxed or more formal feel can be achieved. Both floors have a Library catalogue for you to search for relevant resources, the catalogue can also be obtained from our Portal page, allowing you to search any time, any place.

To access the portal: [Learning Centre - Home \(sharepoint.com\)](#)

If you cannot find the article or book on the catalogue but it is something you really need to support your studies here in York College, then we have an interlibrary loan service, where we can request specific items from the British Library or another institution.

The area also offers printers, copiers and scanners, a number of networked computers with internet access and a wide range of software including Windows applications, Adobe Creative Suite and MS Office.

Floor 3 of the Learning Centre is home to the University Centre which provides a pleasant working environment for private, group or class study. It houses a number of networked computers including some Apple Macs. The University Centre also incorporates a recreational area and kitchen, study zones, plasma screens and learning pods.

**Who can help?** You will learn much more about getting the best from the Learning and Research Team by consulting them.

All subject areas have a dedicated Learning and Research advisor to support you with research and study skills. All the advisors are on hand to help and welcome you to introduce yourself, this will ensure you get the best direction and support for your individual study requirements.

### The Team and their Responsibilities

Name	Subjects	Email
Diane Green	Learning & Research Team Leader	<a href="mailto:dgreen@yorkcollege.ac.uk">dgreen@yorkcollege.ac.uk</a>
Heather Mitchell	Art & Design (3D Design, Graphic & Communication Design, Fashion Design) / Construction	<a href="mailto:hmittell@yorkcollege.ac.uk">hmittell@yorkcollege.ac.uk</a>
Jane Dersley	Media & Performing Arts (Acting for Screen and TV) / Sport & Public Services / Hair, Beauty & Holistic Therapies (Media Make-Up Special Effects)	<a href="mailto:idersley@yorkcollege.ac.uk">idersley@yorkcollege.ac.uk</a>
Jane Miller	Health & Social Care / Humanities & Social Sciences / English & Foreign Languages / Mathematics & Science	<a href="mailto:jmiller@yorkcollege.ac.uk">jmiller@yorkcollege.ac.uk</a>
Jayne Jubb	Early Years and Children's Development (Leading Children's Development & Learning) / Engineering / Education / Business (with Management) / Hospitality & Catering / Digital Technologies (with Cybersecurity) / Foundation English & Maths	<a href="mailto:jjubb@yorkcollege.ac.uk">jjubb@yorkcollege.ac.uk</a>

### Internet Searches

The internet is a wonderful resource with articles, videos, blogs and podcasts on every topic. However, it is also congested with social media traffic and lots of unsupported comment and opinion.

On one hand the internet is a great democratic space, with a universal opportunity for everyone with an internet connection to contribute to it. On the other hand – because it is so open – it is the place where people blurt-out unedited and unchecked ‘stuff’ that hasn’t been carefully and rigorously published. The ease with which anything can be published online means that the quality of the things you come across might vary dramatically.

Therefore, the main problem with online resources is knowing who has written what you are reading and how it has been produced. Authorship and quality can be a real issue, especially when you are thinking about trying to reference something in your written work. If the author or producer of the stuff you have found is difficult to identify, then you should be wary of its quality and how valuable it might be to you in your assessed work. A good question to ask yourself would be:

‘If I can’t easily find who has written this then is it completely credible...?’

## **Wikipedia**

Wikipedia has its uses, but it is not designed to be an academic resource. It has articles about every topic that you can think of, with lots of interesting stuff, however, it simply provides information based on what's available from other sources, just as a normal paper-based encyclopaedia does. The main difference is that anyone with an internet connection can contribute to Wikipedia, so that it offers articles on a wider range of topics, depending on its contributors' interests.

"...the readers, not the encyclopedia, are ultimately responsible for checking the truthfulness of the articles [on Wikipedia]"  
(Wikipedia's 'Wikipedia' Page)

Wikipedia is really good if you want a quick read to gain an overview of a topic, but its real strength is that it provides you with a reference list. When you scroll down to the bottom of an article on Wikipedia you can see all the sources that have been used to put together the article. This can be a good starting point for your own research in preparation for an essay or written piece. Wikipedia itself, however, should not be listed or referenced as an academic source in your own work.

## **Online Resources**

The Learning and Research Team are continually investigating new and credible online resources to support students and staff with their Teaching and Learning, we are frequently updating these on the Portals, where access to these resources can be found. Clicking on the HE box and then on your course will allow you to reach eBooks, online journals and magazines, audio and visual resources, databases and external websites and useful links.

## **eBooks**

We currently have 3 platforms that provide access to a range of eBooks. Browns VLE hosts eBooks we as a team have purchased, therefore these books have been specifically requested by your tutors to support your course needs. Our other 2 platforms, ProQuest and Gale eBooks supply us with a varied collection of eBook material. All can be found on the our Portal page [Learning Centre - Home \(sharepoint.com\)](https://yorkcollegeuk-my.sharepoint.com/personal/cramsey_yorkcollege_ac_uk/Documents/Downloads/OneDrive_1_04-10-2021/BA (Hons) Fashion Design and Garment Technology (002).docx)

## **Online Journals and Magazines**

Journal access can be very expensive if you are subscribing individually, so the access that the College has purchased for you is potentially very valuable. Check your course area on the Portal page to see what's available.

There should be a good selection of journals which are peer-reviewed and very worthwhile reading, from which you can find articles on a range of topics.

## **Newspaper Articles**

Using the internet to search for newspaper articles is very easy as several newspapers now have an online version with a full archive. You might want to use newspaper articles if you're searching for commentary or different perspectives for a piece of writing. Access is often free. However on Gale Research databases (Found on our Portal page) access to The Economist, Financial Times, The Times and The Independent historical archives can be found.

## **Open Educational Resources (OERS) And MOOCs**

Institutions such as the Open University and other universities have shared some of their

[https://yorkcollegeuk-my.sharepoint.com/personal/cramsey\\_yorkcollege\\_ac\\_uk/Documents/Downloads/OneDrive\\_1\\_04-10-2021/BA \(Hons\) Fashion Design and Garment Technology \(002\).docx](https://yorkcollegeuk-my.sharepoint.com/personal/cramsey_yorkcollege_ac_uk/Documents/Downloads/OneDrive_1_04-10-2021/BA (Hons) Fashion Design and Garment Technology (002).docx)

resources online for anyone to access. These tend to be good, as they are backed-up by research and based on good academic principles, and they are free to use.

MOOCs are Massive Open Online Courses and are an interesting way to learn independently. They are available on a wide range of subjects and topics and they are produced by academic institutions such as universities. You can't gain a qualification through this type of online learning but you can gain an insight into a specific aspect of a topic, or undertake part of a university's module.

Learning online usually means that you become part of a learning community with individuals from a range of countries and situations. This can be an interesting part of the learning, as you can gain access to a range of perspectives which might challenge your views and assumptions and help you to develop a critical outlook.  
Places to find interesting MOOCs:

Futurelearn <https://www.futurelearn.com/>

Coursera <https://www.coursera.org/>

### **Computing facilities**

You will get an IT Account – Office 365. Information about logging into this will be given at the start of the year.

Only your nominated e-mail address will be used by academic and administrative staff for contacting you, you are advised to check your College and nominated e-mail account regularly. You can forward these e-mails to another account.

### **Technical support and helpdesk**

If you have any issues with using College IT systems please contact us via:  
The [IT Helpdesk](#) (follow the link and click the "new ticket" button at the top-right of the page)  
Phone: 01904 770411

### **Catering services**

Our Mission: 'To provide wholesome and healthy food and drink that is affordable and represents value for money. To provide a friendly and helpful service in an environment that is clean, safe and relaxed.'  
Food and Drink

The refectory services at the College provide a wide range of food including cooked breakfasts, lunches, sandwiches, snacks and hot and cold drinks. Halal options and dietary requirements are catered for. Please ask a member of refectory staff if you need any help. Catering outlets operate Monday to Friday with the following opening hours:

Duets Grab & Go Shop: 08:30am – 05:00pm  
Duets Coffee Bar: 08:30am – 06:30pm (closing at 03:00pm on Fridays)  
Duets Express Food: 08:30am – 02:30pm

There are vending machines at various locations around the College, and a cash machine located in the canteen for your convenience.

The Professional Cookery School runs a restaurant named Ashfields which offers food at

[https://yorkcollegeuk-my.sharepoint.com/personal/cramsey\\_yorkcollege\\_ac\\_uk/Documents/Downloads/OneDrive\\_1\\_04-10-2021/BA \(Hons\) Fashion Design and Garment Technology \(002\).docx](https://yorkcollegeuk-my.sharepoint.com/personal/cramsey_yorkcollege_ac_uk/Documents/Downloads/OneDrive_1_04-10-2021/BA (Hons) Fashion Design and Garment Technology (002).docx)

various times of year, including Christmas dinner.

### **Equipment required to be provided by the student**

Equipment and tools are provided for use on College premises, but we advise students to have a selection of essentials to enable progress through independent study time and to support post-graduation progression. Below is a suggestion, however not essential.

**This is dependent on the skillsets/materials required to complete the major project:**

#### **Recommended Equipment:**

Pattern Master – Prices start at £13

Pair of fabric cutting scissors

Small pair of sewing scissors

Unpicker

Tape Measure

Tailors Chalk

Pins (good quality dressmaker pins)

Hair bands/clips - if you have long hair (When using industrial machines hair must be tied back for Health & Safety reasons)

#### **MORPLAN – STUDENT CATALOGUE**

[https://issuu.com/morplanuk/docs/student\\_catalogue\\_2019?fr=sZjY0Yjc5OTlyMA](https://issuu.com/morplanuk/docs/student_catalogue_2019?fr=sZjY0Yjc5OTlyMA)

Order Form

[https://www.morplan.com/gb\\_en/student/account/create](https://www.morplan.com/gb_en/student/account/create)

#### **AMAZON – PATTERN MASTER**

[https://www.amazon.co.uk/Liquidraw-Pattern-Maker-Marking-Ruler/dp/B075SNL7FN/ref=sr\\_1\\_5?dchild=1&keywords=pattern+master&qid=1599211243&sr=8-5](https://www.amazon.co.uk/Liquidraw-Pattern-Maker-Marking-Ruler/dp/B075SNL7FN/ref=sr_1_5?dchild=1&keywords=pattern+master&qid=1599211243&sr=8-5)

[https://www.amazon.co.uk/HAND-Pattern-Marking-Making-Students/dp/B00B90F3R0/ref=sr\\_1\\_2?ie=UTF8&qid=1537433527&sr=8-2&keywords=pattern+master](https://www.amazon.co.uk/HAND-Pattern-Marking-Making-Students/dp/B00B90F3R0/ref=sr_1_2?ie=UTF8&qid=1537433527&sr=8-2&keywords=pattern+master)

#### **MINERVA CRAFTS – SCISSORS**

<https://www.minervacrafts.com/search?q=scissors>

#### **WILLIAM GEE LTD – SEWING KITS, PATTERN MASTERS ETC.**

<https://www.williamgee.co.uk/shop/sewing-bundle-essential-kit/>

If you are interested in buying a tailors dummy, we suggest not to buy a display mannequin as these are not suitable. A range of suitable dummies are available in the Morplan catalogue, also consider looking on ebay.

**Any queries on buying equipment, please ask a member of the Fashion team.**

*Don't forget to name all your equipment.*

Travel costs where applicable for work placement/work experience.

## **14 Assessment and progression regulations**

[https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Assessment-Policy/Assessment\\_Policyv4.pdf](https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Assessment-Policy/Assessment_Policyv4.pdf)

### **Assessment**

[https://yorkcollegeuk-my.sharepoint.com/personal/cramsey\\_yorkcollege\\_ac\\_uk/Documents/Downloads/OneDrive\\_1\\_04-10-2021/BA \(Hons\) Fashion Design and Garment Technology \(002\).docx](https://yorkcollegeuk-my.sharepoint.com/personal/cramsey_yorkcollege_ac_uk/Documents/Downloads/OneDrive_1_04-10-2021/BA (Hons) Fashion Design and Garment Technology (002).docx)

The type of assessment, its weighting and its timing are approved through the Open University at the point of validation and also by the relevant External Examiner(s).

Where reasonable adjustments are required to be made to assessments i.e. for disability, this must also be approved by the External Examiner(s).

The programme handbook is updated annually to include up to date and approved assessment details (such as after minor modifications have been requested and approved). Submission dates are also published.

A viva voce is used as an assessment method on some programmes. However, the regulations also allow for a viva voce as an additional measure in some circumstances. This must be agreed by the Board of Examiners and the external examiner:

Exceptionally, viva voce examinations may be required by a Board of Examiners (with the approval of external examiners):

- (a) to confirm the progression/result status of a student;
- (b) to determine the result status of unusual or borderline cases;
- (c) when there is conflicting evidence from the various assessment components;
- (d) as an alternative or additional assessment in cases where poor performance in assessment is the result of exceptional circumstances verified through due processes.

*(Regulations for validated awards of The Open University)*

<https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>

### **First Attempt (not a resubmission)**

All written work must be submitted via Turnitin to check its authenticity and confirm its submission date. Where authenticity is doubted, the process detailed within the Cheating, Plagiarism and Other Forms of Unfair Practice Policy must be initiated.

The submission procedure for other assessment formats such as posters, plans, recordings etc. must be confirmed by the module tutor at the start of the module.

### **Late and Resubmissions**

The penalty for late submission (without registered Extenuating Circumstances) is a deduction of 10% for every working day that the work is late (excluding weekends, Bank Holidays and College shut down dates). The mark may be reduced down to the Pass mark but no further. On the seventh day, the submission is refused and a mark of zero must be applied.

The next working day following a deadline begins one minute after the time of the agreed deadline. For example, for a submission deadline of 16.00 on Friday 13th, the next working day begins at 16.01 on Friday 13th.

## **Discretionary Extensions-refer to extenuating circumstances policy**

[https://yorkcollege.blackboard.com/ultra/courses/\\_32764\\_1/cl/outline](https://yorkcollege.blackboard.com/ultra/courses/_32764_1/cl/outline)

A discretionary extension of up to five working days may be granted which must be documented by the award leader on the student/group's Promonitor record and Markbook with a clear justification. The extension gives an exemption from the late penalties ordinarily imposed up to the date that the extension expires:

The extension may be applied to an individual student where circumstances warrant, for example, a short-term health issue or urgent family or work commitment. The extension may be applied to a whole group, for example, where adverse weather or an/other external factor/s have had a negative impact on the time available for the teaching to be delivered in the scheduled way.

If work is submitted after the expiry date of the extension then normal late penalties will apply.

If a student is experiencing very serious or severe circumstances which would not be mitigated by a discretionary extension then the arrangements for Extenuating Circumstances should be applied.

## **Extenuating Circumstances/Mitigating Circumstances**

The University Centre's policy and process for registering Extenuating Circumstances (ECs) are outlined in the college's assessment policy and suspension of studies procedure. All applications for ECs will be considered by the ECs Panel which meets prior to the Board of Examiners meeting. The Panel's recommendation will be reported to the Board of Examiners.

A successful application for ECs usually allows the student to submit the assessment as a first attempt at a nominated later date and receive the full marks available. If required, a subsequent resit opportunity is allowed.

If a student has ECs applied, but does not submit at the resit opportunity or fails the resit attempt and does not request to have further Extenuating Circumstances taken into account, then this first submission attempt will be recorded as a Non- submission or Fail and the subsequent resit attempt will then be capped at a Pass.

A student may apply for ECs against a resit attempt, depending on their circumstances at the time of the resit. However, if the first submission attempt was a Non-submission or Fail with ECs not granted, then the second resit attempt – given after ECs are granted – would be capped at a minimum Pass mark (40%). In this case, the successful application of ECs provides a further resit submission under the same conditions as for the first resit.

If a student's Extenuating Circumstances are on-going (such as through long- term illness) or affect a considerable number of assessments, then the Board of Examiners may decide to put a longer deferral in place - such as extending the period of registration for the level or allowing the student to attend part-time. This may lead to a Suspension of Studies/Interruption of Studies.

Further guidance on Extenuating Circumstances is available in the Assessment policy. Students can also be referred to Learner Services for independent support.

[https://yorkcollegeuk-my.sharepoint.com/personal/cramsey\\_yorkcollege\\_ac\\_uk/Documents/Downloads/OneDrive\\_1\\_04-10-2021/BA \(Hons\) Fashion Design and Garment Technology \(002\).docx](https://yorkcollegeuk-my.sharepoint.com/personal/cramsey_yorkcollege_ac_uk/Documents/Downloads/OneDrive_1_04-10-2021/BA (Hons) Fashion Design and Garment Technology (002).docx)

## Assessment Marking

All assessment components for all modules are required to be completed to achieve the award. A student who passes the module will be awarded the credit for that module (as determined within the programme specification).

Students who do not submit an assessment component or who submit and do not achieve a Pass mark will be required to undertake a resit.

The minimum aggregate pass mark for all undergraduate awards is 40% at assessment, module, level and qualification point.

Where there are options available within programmes and modules are identified as pre-requisites or co-requisites then module tutors/award leaders should ensure that the student pathway meets these requirements.

Students should be informed that their marks are provisional (and subject to second marking/internal moderation and external moderation) until the Board of Examiners has met to confirm the marks. Students are then notified of outcomes in writing, following the Board of Examiners meeting.

## Formative feedback

Formative feedback is that given during the formative stage of assessment. While students are in the process of developing drafts, an opportunity should be given for feedback in order that a student can check that their work-to-date meets the requirements of the brief.

Students should be given a formative feedback opportunity for every assessment, where practical. For written work this should be submitted and feedback given via Turnitin. Using Turnitin for written work will allow the student to see their originality report – highlighting any Unfair Practice issues that may be present.

All formative feedback should be clearly responding to the student's draft submission in terms of how it addresses the brief and how it may be developed further. At this stage, a mark should not be given, as the work is likely to substantially change between this stage and the final submission.

Where required, a one-to-one tutorial opportunity can be made available to talk through the feedback.

Peer-review can be an excellent tool for formative feedback and should be considered, where appropriate.

In order to avoid grade-polishing, sensible limits should be placed on the work seen during the formative stage. Students have their own part to play in drawing attention to the parts or elements of the work on which they would particularly like feedback. A brief guide is shown below:

Component	Suggested formative feedback
-----------	------------------------------

Presentation	It may be practical to use peer-review or a short one-to-one tutorial to discuss the presentation, rather than a full presentation rehearsal.
Practical art/design work	Peer-review may be used. For example, a group-critique. One-to-one tutorials may also be used.
Practical performance work	Peer or tutor review may be used. For example, the students or tutor observe and give feedback on an excerpt of a rehearsal, dress-rehearsal or performance. One-to-one tutorials may also be used.
Short essay or written piece	A complete draft may be submitted via Turnitin and feedback given. Alternatively, a plan may be discussed in a one-to-one tutorial.
Extended essay or longer written piece (2,500 words or more)	A plan or outline may be discussed in a one-to-one tutorial. A draft may be submitted to Turnitin but with an agreed limit, such as 500-1,000 words. In this case, the student will have responsibility for selecting the extract that they particularly want feedback on. This will depend on what is practically possible, and should be agreed by teaching teams.
Research Project	It is expected that there will be a number of formative feedback opportunities as the group moves through each section of the project. However, these should be limited and made clear to students in advance.
Dissertation (usually 8,000 words or more)	Supervisors will give a limited number of appointments or hours to each student during the formative stage. There may also be limits on the number of times a particular section/chapter can be discussed in a formative opportunity.

## Summative feedback

Summative feedback is that given to a student after the final submission according to the assessment schedule. This feedback will be based on the assessment of the work in terms of whether it has met the learning outcomes, has passed or not, what mark it has therefore been awarded, and will include commentary on other characteristics as detailed in the marking criteria or grading scheme.

Students will be given summative feedback on every assessment. Marking, internal moderation and feedback should be completed within three working weeks (15 working days). As with formative feedback, for written work this should be submitted and feedback given via Turnitin.

As a minimum it is expected that written summative feedback includes:  
A mark as a percentage (0-100%);

[https://yorkcollegeuk-my.sharepoint.com/personal/cramsey\\_yorkcollege\\_ac\\_uk/Documents/Downloads/OneDrive\\_1\\_04-10-2021/BA \(Hons\) Fashion Design and Garment Technology \(002\).docx](https://yorkcollegeuk-my.sharepoint.com/personal/cramsey_yorkcollege_ac_uk/Documents/Downloads/OneDrive_1_04-10-2021/BA (Hons) Fashion Design and Garment Technology (002).docx)

Comment on whether each learning outcome has been met, and how well;  
Comment on the work as-a-whole that enables a student to understand how their mark has been calculated. This will refer closely to the marking criteria or grading scheme;  
Development points that, if successfully acted on, will enable a student to gain a better mark at the next submission.

### **Non-adherence to word counts**

A word count attached to a component is used as a guide to how much work needs to be produced, according to the requirements of the module specification. It is not an expectation that the word count in a submission exactly matches the specified word count for the component, but where a student deviates from the word count by +/- 10% then, as a minimum, this should be noted in the summative feedback and, ideally, discussed with the student in a one-to-one tutorial.

Where a student has produced work significantly over the word count this may affect their ability to gain credit for conciseness, editing and proof-reading, construction of argument and/or other relevant qualities that are being assessed according to the rubric or mark scheme. These points should be highlighted in the feedback given.

Where a student has produced work significantly under the word count this may affect their ability to adequately meet the learning outcomes applicable to the assessment, or to gain credit for an appropriate level of detail, knowledge and understanding, analysis and/or other relevant qualities that are being assessed according to the rubric or mark scheme. These points should be highlighted in the feedback given.

If, after marking, doubt arises about the validity of any mark then it should be included in sampling for Internal Moderation.

Certain elements of a student's written work should not be included in the calculation of the total word count, including:

Contents page (where used)

Reference list

Appendices

Abstract, where included in Dissertation or Research Project reports

All other elements of a student's written work are included, such as – but not limited to:

Footnotes

Citations

Tables

There are no penalties that apply where non-adherence to word counts has been identified.

### **Marking Bands**

All assessments are marked as a percentage (0-100%)

% Score	Performance Standard
70+	Excellent Pass
60-69	Very Good Pass

50-59	Good Pass
40-49	Pass
0-39	Fail

## Rounding

Rounding may occur after weighted percentages have been calculated. No half marks can be given for an assessed component. Half marks that do arise are rounded by ProMonitor after being calculated according to the weighting of components within modules. Where a final aggregated mark includes half marks, the following shall apply:

Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

*(Regulations for validated awards of The Open University)*

<https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>

Where examinations are used, module tutors should be aware that consistent use of half marks can cause 'double rounding'. Assessment components may be rounded up or down and rounding up or down may then occur at the classification level. For example a student can be working at a 2:2 level yet achieve a 2:1 (without any clear exit velocity) and the same can happen with rounding down, where a student may receive a lower classification than their marks suggested to date.

## Internal moderation

Arrangements for Internal Moderation (IM) exist to ensure that first marking is fair and consistent with the marking criteria or grading scheme and to ensure comparability of assessment across a cohort. A moderator should be appropriately qualified, with experience of assessing in the subject area and at the level of study and be suitably impartial (i.e. there are no conflicts of interest).

For new members of teaching staff IM can be a key learning experience in the development of an appropriate approach to marking on OU-validated programmes. During their first semester conducting assessment a new member of teaching staff may have all work sampled for IM to support this learning. This may be reviewed and extended if appropriate.

For each moderated piece of work the moderator needs to complete an IM pro- forma, indicating whether, and on what grounds, they agree or disagree with the original mark. Moderators should consider and confirm whether they agree that:

The learning outcomes have been met;

The marking criteria or grading scheme has been applied appropriately;

After taking 2.24.1. and 2.24.2. into consideration, the original mark is correct.

Although not required, the moderator may also comment on any additional development points not highlighted by the original marker.

A sample of work for each assessed component should be selected according to the following:

For small groups with six or fewer students	For groups of seven or more students
All work should be sampled for internal moderation (including any College staff undertaking the programme)	All Firsts/Distinctions All Fails (39 or lower) A representative sample from the middle range (3rd – 2:1/Pass – Merit) Any College staff undertaking the programme must be included

Where there is a variance of within +/-2pp between the original and the moderator's mark the original mark should stand, except if the moderator's mark moves the original mark across a grade boundary. If the moderator recommends moving the mark across a grade boundary then a rationale for the new mark must be provided. The final mark must be agreed in discussion between the original marker and the moderator.

If a final mark cannot be agreed during discussion between the original marker and moderator then a second moderator may be appointed to review the work and give their recommendation, guided by paragraph 2.24.

If IM of a component highlights significant or widespread discrepancies between the original and the moderated marks, then the sample should be extended to include the remainder of the cohort for moderation of that component.

Only after sampling of the whole cohort for IM, according to 2.24., should amendments be applied to the marks of the whole cohort.

After IM has been completed, any updates to marks should be applied on Turnitin.

### **Resit opportunities**

If a student does not submit or fails a component of a module then they are eligible for a resit opportunity. However,

17.3.1 Resit provision is subject to all the following conditions:

- (a) A student may resit the failed assessment components of a module only once. Where there are extenuating circumstances, the Board of Examiners has discretion to decide whether a further assessment opportunity shall be permitted, unless explicitly prohibited in the rules for the programme, as approved in the validation process and programme specification.
- (b) A student who does not complete the resit by the date specified shall not progress the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- (c) Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
- (d) A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result for the individual assessment component capped at the minimum pass mark for the module.
- (e) A student shall not be permitted to be reassessed by resit in any module that has received a pass mark, or in a component that has received a mark of 40% or above.
- (f) The resit will normally be carried out by the same combination of written examination, coursework etc. as in the first attempt.

*(Regulations for validated awards of The Open University)*

<https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>

Students should always have the opportunity and be encouraged to resit rather than rely on compensation. If they receive a compensated pass this is shown on their transcript and diploma supplement and is included in the calculation of the overall classification.

The minimum aggregate pass marks for all undergraduate awards is 40% at assessment, module, level and qualification point.

## Level progression

For a student to be eligible to progress to the next level (if applicable), then 120 credits at the current level must have been achieved (whether through assessment or recognition of prior learning) at the aggregate pass mark of 40%.

## Compensation

In some cases level or stage compensation may be applied, allowing a student to progress with an overall module mark below 40% but over 35% (up to a total of 20 credits), if their overall aggregate mark for the level is 40% or greater and provided that all learning outcomes are met.

In-module compensation may also be applied, allowing a student to gain credit for a module with one component with a mark of below 40% but over 35%, where the module has an overall Pass mark (40%) and all learning outcomes are met.

Unless otherwise stated in the approved programme specification, compensation will be applied when the following conditions are met:

No more than 20 credits, or one sixth of the total credits, whichever is greater, can be compensated in any one stage of an undergraduate or postgraduate programme.

Compensation is not permitted for modules within awards of less than 120 credits in total.

It can be demonstrated that the learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.

A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.

Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate programme.

No compensation shall be permitted for any core project/dissertation module, as defined in the programme specification.

A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

(Regulations for validated awards of The Open University)

<https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>

## Level failure/Repeat opportunities

If, having exhausted all permitted resit and compensation opportunities, a student is still unable to pass; the Board of Examiners may at its discretion permit one of the following repeat options:

Partial repeat as fully registered student:

The student is not permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,

The student has full access to all facilities and support for the modules and/or components being repeated,

The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,

The student retains the marks for the modules and/or components already passed,

No further resit opportunities are permitted.

Partial repeat for assessment only:

As in paragraph 17.5.1(a) except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

Full repeat:

This is only permitted where the student has extenuating circumstances;

The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,

The student has full access to all facilities and support,

The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

(Regulations for validated awards of The Open University)

<https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>

If a student is offered a repeat opportunity then award leaders/Board of Examiners should advise the student to seek further guidance from Student Services before they accept the option to repeat - repeating can have considerable financial implications, particularly if study is funded through Student Finance England.

## Progression with trailing assessments

There is provision for a student to progress without having gained the required number of credits. The Open University regulations relating to a student progressing with trailing assessments can be found in section 17.5.3 below:

17.5.3 With the approval of the Board of Examiners students may be eligible to progress to a higher stage of a programme without having completed the requisite 120 points of the lower stage, may exceptionally be allowed to do so provided that each of the following conditions are met:

- (a) A minimum of 80 points at the lower level have been successfully completed including passes in all designated core modules;
- (b) All requirements for academic prerequisites for the higher level modules are met;
- (c) The Examination board have approved progression following a successful application for extenuating circumstances, and results are still pending in the student's profile;

*(Regulations for validated awards of The Open University)*

<https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>

### BA Honours Degree (3 years full-time)

For the award of an Honours Degree, a student will have met the programme learning outcomes, achieved 120 credits at FHEQ Levels 4, 5 and 6 and achieved an aggregate pass mark of at least 40% across all levels.

Classification is based upon the mean mark across Level 6 and Level 5 at a ratio of 2:1 respectively.

Aggregate % Score	Grade
70+	First Class (1st)
60-69	Upper Second Class (2:1)
50-59	Lower Second Class (2:2)
40-49	Third Class (3rd)
0-39	Fail

Like assessment/module marks, rounding up (0.5% or greater to the next full point) or rounding down (0.4% or below) occurs if a half mark arises at the classification point.

As detailed within programme specifications, a student withdrawing after successful completion of Level 4 may request the award of a Certificate of Higher Education, or after Level 5, a Diploma of Higher Education. A student may also be eligible to withdraw before completion of the project/dissertation component of an Honours degree and be eligible for the award of an Ordinary Degree 60 credits at Level 6 to include the following modules; ADC6DP Design Research Proposal (20 credits) ADC6PP Professional Practice (20 credits)

ADC6PD Product Development (30 credits).

## **Recognition of prior learning (RPL)**

<https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Assessment-Regulations/RPL-Procedure-HE.pdf>

As detailed within the Student Guide to Recognition of Prior Learning (RPL) there are limits on the use of RPL, some of which impact upon classification:

No more than 50% of a programme's credit can be awarded through the RPL process, i.e. 180 credits of a Bachelor's Degree or 120 credits of a Foundation Degree, with the exception of an Honours Degree (Top-up), in which applicants must complete all 120 credits at Level 6.

Modules/levels for which RPL is granted cannot be granted marks or used toward final classification unless an Open University approved articulation/credit transfer agreement is in place with the named institution.

No credit can ever be awarded for the dissertation/major project element of any programme.

Modules/levels that are granted RPL should be designated a 'Pass' on the transcript of results. No marks can be awarded for a module that RPL has been granted for unless the applicant is transferring programmes internally and some modules are core and studied across all programmes. The calculation of the final classification will not include modules for which RPL has been granted.

For further information about the use of RPL within assessment please refer to the Student Guide.

## **Aegrotat and posthumous awards**

Under exceptional circumstances, an Aegrotat award may be made by the Board of Examiners. This is only if a student is unable to complete their studies, such as through serious and permanent illness or other circumstances.

If an Aegrotat award is made, the Board must be confident that if the circumstances had not arisen, the student would have passed the award.

The Board of Examiners can also apply to the Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP) to request an award for a student who passes away before study is completed.

For further information on Aegrotat and Posthumous awards please see 21.0 in the Regulations for validated awards of The Open University.

## **Recording and Publishing assessment decisions General Information**

All decisions on final awards are provisional until ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). Following the Board of Examiners meeting the documentation is submitted to The Open University within 2 working days. The expected timescale for confirmation of ratification by MRAQCP is within 7 working days of receipt of the documentation.

## **Recording assessment decisions**

After marking and internal moderation (IM) have been completed, results for individual components are recorded in the ProMonitor system. Students may see these marks via ProPortal and should be advised that all marks are provisional at this stage.

Prior to the Board of Examiners Meeting a sample of assessed work is reviewed by the external examiner (EE). This sample should be agreed between the EE and programme leader and should include all assessed work by any College staff undertaking the programme. The regulations relating to EEs can be found in section F2 of the Handbook for Validated Awards.

Outcomes other than numerical marks will be added in lieu of marks to the mark sheet presented at the Board of Examiners meeting, using the codes shown in the table below. These outcomes will be confirmed to students in an outcome letter following the Board of Examiners meeting.

Description of outcome	Code used on ProMonitor	Code on outcome letter
Non-submission of component	NS	NS Resit
Extenuating circumstances applied	EC	EC Resit
Unfair Practice – Penalty 1 applied	UP1	UP Penalty 1
Unfair Practice – Penalty 2 applied	UP2	UP Penalty 2
Unfair Practice – Penalty 3 applied	UP3	UP Penalty 3
Suspension of Studies/Interruption of Studies	INT	Interruption of Studies
Exempt from undertaking the component due to RPL	EX	Exempt

Outcomes with final marks may result in other outcomes, including Fail (for marks below 40%) or Compensation (according to the regulations for Compensation – see section 5.). These outcomes will be confirmed and minuted at the Board of Examiners meeting and confirmed to students in their outcome letter following the meeting, using the following codes:

Description of outcome	Code on outcome letter
First failure to gain a Pass mark	Fail Resit
Second failure to gain a Pass mark	Fail Retake
Compensation has been applied	Comp

## Publishing assessment decisions

Following the completion of all internal and external moderation and having been reported and agreed at the Board of Examiners meeting, marks are agreed, students will have access to marks on Proportal.

All decisions on final awards are provisional until ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). Following the Board of Examiners meeting the documentation is submitted to The Open University within 2 working days. The expected timescale for confirmation of ratification by MRAQCP is within 7 working days of receipt of the documentation.

Following each Board of Examiners meeting a letter will be sent to every student:

To confirm that – where work has been completed and a Pass gained, this has been agreed at the Board of Examiners meeting, and that the marks shown on ProPortal are now final;

To confirm that – where work has been completed and not gained a Pass, work has not been completed, or Extenuating Circumstances, Unfair Practice or Suspension of Studies/Interruption of Studies applies –the outcome has been reported and agreed at the Board of Examiners meeting and is now final;

To give – in the case of the various outcomes listed in 10.8.2 – a brief explanation of the applicable outcome(s) and the action(s) required;

To confirm that should a student wish to appeal an assessment decision they should do so within 10 working days of receipt of the letter.

After ratification of final award decisions from MRAQCP has been given, certificates are sent from the Open University. An Open University-approved diploma supplement is produced by the University Centre to accompany the certificate. The diploma supplement is signed by the Head of Higher Education and bears the College stamp. The diploma supplement includes the following information:

Section	Information
1	Information regarding the holder of the qualification
2	Information identifying the qualification
3	Information on the level of the qualification
4	Information on the contents and mode of study (including the transcript of results – see 10.10)
5	Information on the function of the qualification
6	Additional information
7	Certification of the supplement
8	Information on the national higher education system

The transcript of results – includes the following information:

Student	Notes
Name	Student's name
Date of birth	Student's date of birth
Registration Number	OUVS ID number
Student ID	University Centre student number
Date of Award Assessment Board	Date that the Board of Examiners meeting was held to confirm the student's results
Academic Year	The academic year in which the diploma supplement has been produced
Language of instruction	English
Language of assessment	English
Institution responsible for programme delivery	University Centre York College
Programme	Notes
Module ref	Reference code for the module
Module title	The title of the module

Level	This will be either 4, 5 or 6, depending on the programme
Credits	The number of credits awarded for the module
Grade %	Expressed as a percentage in whole numbers. Where compensation has been applied, an asterisk ‘*’ is shown next to the applicable mark on the transcript of results. Where RPL has been applied and a module has not been undertaken then the grade will be shown as ‘Pass’.
ECTS	European Credit Transfer and Accumulation System equivalent (each credit equals 0.5 as ECTS)

Credits achieved	Total number of credits achieved:	
	CertHE	A minimum of 120 credits at Level 4
	FD	240 credits (120 at Level 4 and 120 at Level 5)
	BA (Hons)	120 credits at Level 6
	BA	A minimum of 60 credits at Level 6

Result %	The aggregated percentage mark when all applicable module marks have been taken into account across the programme.
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Award	The name of the award:	
	CertHE	Certificate of higher education (an approved combination of 120 credits at Level 4)
	FD	Foundation degree
	BA (Hons)	Degree with Honours
	BA	Ordinary degree (an approved combination of 60 or more credits at Level 6)

Classification	CertHE	Unclassified – a Pass is given
	FD	See section 7.2.
	BA (Hons)	See section 7.10.
	BA	Unclassified – a Pass is given

**Related policies/procedures/documents** (<https://www.yorkcollege.ac.uk/university-centre/policies-and-procedures>)

[Academic Appeals Policy](#)

[Academic Misconduct Policy](#)

[Assessment Policy including Suspension of Studies](#)

[Internal Quality Assurance Procedure](#)

[Recognition of Prior Learning HE Programmes](#)

[Malpractice Policy Malpractice and Maladministration Policy](#)

## 15 Academic integrity refer to policy

[https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Higher-Education-Policies/Academic\\_Misconduct\\_HE\\_Procedure.pdf](https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Higher-Education-Policies/Academic_Misconduct_HE_Procedure.pdf)

<https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Assessment-Regulations/Malpractice-and-Maladministration.pdf>

### Avoiding Plagiarism

Plagiarism is defined in the Academic Misconduct Procedure (HE) as “the action of attempting to pass off another’s original work as the student’s own original work”. You might think that taking someone else’s work or ideas by accident is not classed as plagiarism, but it is viewed as unfair practice and will be included as an offence. You have the responsibility for your own research, so you are also in control of the way that you include that research in your own writing. The College will give you information and support to help you to avoid plagiarism, so if your written work does come back with a high percentage on Turnitin then it is likely that you will be the subject of a suspected unfair practice case.

The main way that you can avoid any confusion about what you have and have not written is to reference correctly all source material that you are using

### Academic Misconduct

As a student you are expected to know how to go about your studies in an appropriate way. Your academic conduct is as important as your personal conduct. Cases of academic misconduct– are taken seriously by the College.

You are responsible for most of your own learning outside of the classroom, so you need to know how to make the best use of your time. You don’t want to spend a lot of time working in a way if it’s not going to get you the results you need. When you submit a piece of work for assessment you should know what’s acceptable and what’s not acceptable. Your tutor will give you clear instructions about submissions: how they should be presented and how you should go about submitting them.

The level of penalty you can expect depends on how serious the offence is. At the lowest level you will be asked to resubmit the work; at the highest level you may be withdrawn from your course without a qualification.

However, there are certain basic academic standards that you need to be aware of, and the most important of these is plagiarism. The penalties for academic misconduct can be severe, so it is worth taking the time to understand the information on this page.

A copy of the Academic Misconduct Procedure (HE) is available on see York College Blackboard HE Essentials.

### Acceptable forms of academic referencing and citation

When writing for assessment, you need to do everything you can to make sure that your tutor knows what parts of the writing aren’t yours. You are expected to do research in preparation for writing, and your tutor needs to be able to see this research to give you marks for it. The main way to successfully show your research and to clearly set out the difference between what you have and have not written is to use referencing. When you’re in conversation, you might refer to something that someone else said as

evidence to underpin your own position: “I know this won’t happen because she said she wouldn’t let it happen”. Obviously, you would only trust someone’s word when they are in a position of authority. Without any trust you wouldn’t use their word as evidence. When you’re writing, the principle is the same. You need to show where you have used someone else’s writing as evidence for your own position. There needs to be trust that the evidence you are using is valid. Using someone else’s writing word-for-word needs to be indicated with “quote marks”. You don’t need quote marks if you’re simply referring to an idea or perspective that another writer has put forward – you can summarise or paraphrase this in your own words. However, in both of these cases, you do need to provide a citation, which is made up of two or three key bits of information that show your tutor where the information has come from.

## **Appeals and complaints against an assessment decision**

<https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/General-Regulations/Appeal-procedures- HEv2.pdf>

You can appeal against an assessment decision if you believe and have evidence that any of the following apply:

a) There were relevant exceptional circumstances (for example, illness), and you have a good reason for failing to notify the examiners of these sooner. Normally you must inform your Progress tutor by the assessment deadline (or up to five days after the deadline in the case of examinations), by using the exceptional circumstances procedure. A 'good reason' means that circumstances beyond your control prevented you from disclosing the relevant circumstances at the appropriate time. Personal embarrassment or unwillingness to disclose personal circumstances are not considered 'good reason' for the purposes of an appeal.

b) You did notify the examiners earlier about exceptional circumstances or some other disruption of the assessment process, but there is clear evidence that the exceptional circumstances procedure was not correctly followed. The fact that you disagree with the way in which your exceptional circumstances were considered is not in itself grounds for appeal.

c) A procedural irregularity has occurred; the assessment was conducted unfairly or improperly; the assessment was biased.

You must complete a FQ10 form, more information can be found in the HE Assessment Appeals Policy and Procedure see York College Blackboard HE Essentials

As a student you are expected to know how to go about your studies in an appropriate way. Your academic conduct is as important as your personal conduct. Cases of academic misconduct– are taken seriously by the College.

You are responsible for most of your own learning outside of the classroom, so you need to know how to make the best use of your time. You don’t want to spend a lot of time working in a way if it’s not going to get you the results you need. When you submit a piece of work for assessment you should know what’s acceptable and what’s not acceptable. Your tutor will give you clear instructions about submissions: how they should be presented and how you should go about submitting them.

The level of penalty you can expect depends on how serious the offence is. At the lowest level you will be asked to resubmit the work; at the highest level you may be withdrawn from your course without a qualification.

However, there are certain basic academic standards that you need to be aware of, and the

most important of these is plagiarism. The penalties for academic misconduct can be severe, so it is worth taking the time to understand the information on this page.

A copy of the Academic Misconduct Procedure (HE) is available on see York College Blackboard HE Essentials

## **16 Other institutional policies and regulations**

**Link** <https://www.yorkcollege.ac.uk/university-centre/policies-and-procedures>

Some of the information below may be given in the form of general brief statements (ideally with links included) that refer students to separate generic institutional policy document.

### **Disability statement**

The College is committed to equality for all and widening participation for disabled students and ensuring that all students have access to a high-quality learning experience. To help us achieve this please make sure that you let us know what you need so we can make reasonable adjustments to help you succeed.

### **Safeguarding**

“The safeguarding of young people and vulnerable adults is fully embraced by all York College staff and underpins the College's values”

### **Staying Safe at York College**

We want all students at York College to feel safe and not to feel threatened by their environment or other people in it. To keep you free from harm, we carry out all that is necessary within these key areas:

### **Prevent at York College**

An essential part of York College's safeguarding duty includes protecting vulnerable people from the risk of radicalisation and extremism. This is called the 'Prevent Duty'; this is a government initiative aimed at stopping people becoming involved with (radicalised) or support violent extreme behaviour (extremism).

**Link** <https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Safeguarding-Policy-v3.pdf>

### **Equal opportunities statement**

York College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

**Link** <https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Equality and Diversity Policy.pdf>

### **Data protection**

The College needs to keep certain information about its employees, students and other

users to allow it to monitor performance, achievements, and health and safety, for example. It is also necessary to process information so that staff can be recruited and paid, courses organised and legal obligations to funding bodies and government complied with. To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, the College must comply with the Data Protection Principles which are set out in the General Data Protection Regulations [GDPR].

Link [https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Data-Protection-Policy/Data\\_Protection\\_Policy\\_2021\\_FINAL.pdf](https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Data-Protection-Policy/Data_Protection_Policy_2021_FINAL.pdf)

## **Health and safety issues**

York College, as a requirement of the Health and Safety at Work etc Act 1974 must produce a Health and Safety Policy. The policy document outlines the College's responsibilities to staff, students and visitors to our buildings and gives our arrangements for health and safety.

York College sees the promotion of health and safety as a team effort, it is intended that the policy (linked below), and the teamwork it promotes should enable the College Community to work in partnership to achieve a safe working environment where hazards are controlled, risks to the health and safety of staff and others are reduced to a minimum and the safeguarding of students is maintained at all times.

Link <https://www.yorkcollege.ac.uk/about-us/233-health-and-safety.html>

## **17 Student participation and evaluation**

As a student you are not a passive consumer of learning, but an active participant, so the College wants you to engage with it about all aspects of your experience and is committed to listening to you and your ideas. Your tutor will usually be your first point of call when you want to feed something back (what is working and what is not!), but there are other ways you can share your thoughts, outlined below.

### **How Can You Engage?**

There are many opportunities for you to share your perspective, ideas and knowledge as a student at the College. More details of how you can get involved with feedback and engagement can be found on Blackboard.

### **Student representation on Committees**

The College is committed to ensuring that the views of students are heard and responded to. This is partly achieved through Programme-level representatives who are recruited across all Programmes. More information about this and the link with the HE student forum will be given in the cross college induction. Student reps will be contacted and meet throughout the year to give feedback on their course and make suggestions as to how we can make improvements to our student experience.

### **Higher Education Surveys**

Throughout the academic year there will be an opportunity to feedback through online surveys. Feedback from HE students is collated and where actions have been met you will find this information in the University Centre and on HE Essentials via "You Said We Did"

### **Role of Development and Enhancement Meetings**

Each Programme will set up a development and enhancement meeting to ensure that the academic experience of students on the Programme is as good as it can be. These meetings take place twice per academic year, one per semester. There will also be two student focus groups to allow students to contribute to Programme monitoring, review and development.

The meeting is important as your feedback will be passed on to relevant managers for their attention, and your tutor will take on board your comments and combine them with feedback from module evaluations, external examiner reports, the Student Submission and other sources to help them to evaluate and review the course and how it might be run differently.

At the end of the year your tutor completes an Evaluation & Review; your feedback plays an important role in this process. Each Evaluation & Review is shared with management and therefore has an impact on the way that the College evaluates its annual performance.

### **Module Evaluation**

We value your feedback. Each Programme should undertake module evaluations to give you the opportunity to tell us what you think about module delivery, assessments, and the learning resources available to you. We are interested in hearing about areas that have exceeded your expectations as well as those that have not met your needs or requirements. There is also a free text comments section where you can submit additional remarks and suggestions.

Module evaluations are confidential and completed anonymously. This feedback is used at Programme level so that the student experience can be continuously improved. By undertaking module evaluations, you can help us to refresh and revise our module delivery to enhance the learning experience and continue to improve upon our academic provision.

### **College Surveys**

We ask students to complete surveys at different stages of their programme to provide us with feedback on how things are going. Again, these results are used by staff on your Programme to make improvements and to share good practice. Your feedback matters – so take these opportunities to get involved.

### **National Student Survey**

If you are entering into your final year you will also be invited to participate in the National Student Survey. This is a survey for all final year students in all universities in England and the results are made public to help prospective students make choices about where and what to study.

### **What Happens with My Feedback?**

We take your comments very seriously and you can find out what actions have been taken in response to your feedback through your Programme representative or your tutors.



**General reading list (i.e. not module specific), including electronic resources**

Garment Making and Pattern Cutting resources;				
<b>Key reading list</b>				
Author	Year	Title	Publisher	Location
Aldrich, W.	2007	Fabric, form and flat pattern cutting.	Blackwell Publishing.	Oxford,
Amaden-Crawford, C	2020	Fashion Sewing: Advanced Techniques	Bloomsbury Publishing	London
Assembil Books.	2013	How patterns work: the fundamental principles of pattern making and sewing in fashion design.	CreateSpace Independent Publishing Platform.	Online,
Elliott, S	2015	Knit: innovation in fashion, art, design.	Laurence King Publishing Ltd	London
Fischer, A. & Gobin, K.	2017	Construction for Fashion Design (2nd edition)	Bloomsbury Publishing	London,
Giannangeli, B.	2012	Couture unfolded: innovative pleats, folds and draping in fashion design.	Promopress.	Barcelona,
Hirsch, G.	2012	Gerties new book for better sewing; a modern guide to couture style using basic vintage techniques.	Stewart, Tabori & Chang Inc	New York,
Hisako, S	2012	Drape Drape 1	Laurence King Publishing Ltd.	London,
Hisako, S	2012	Drape Drape 2	Laurence King Publishing Ltd.	London,

Hisako, S	2013	Drape Drape 3	Laurence King Publishing Ltd.	London,
Hopkins, J	2020	Menswear - Basics Fashion Design (2 <sup>nd</sup> ed)	Bloomsbury Publishing	London,
Jackson, T and Shaw, D.	2006	The Fashion Handbook.	Routledge.	Oxon,
Kiisel, K	2017	Draping The Complete Course (2 <sup>nd</sup> ed.)	Laurence King Publishing Ltd.	London,
Lau, J.	2019	Designing Accessories: Exploring the Design and Construction of Bags, Shoes, Hats & Jewellery.	Bloomsbury Publishing	London
Nakamichi, T.	2012	Pattern magic: stretch fabrics.	Laurence King Publishing Ltd.	London,
Nakamichi, T.	2012	Pattern magic 2.	Laurence King Publishing Ltd.	London,
Nakamichi, T	2014	Pattern magic 3	Laurence King Publishing Ltd.	London,
Nudelman, Z	2016	The Art of Couture Sewing.	Fairchild Books	London
Prendergast, J.	2014	Sewing techniques.	Fairchild Books.	New York,
Thompson, R.	2014	Manufacturing Processes for Textile and Fashion Design Professionals.	Thames & Hudson Ltd.	London,
Udale, J	2014	Exploring printed textiles, knitwear, embroidery, menswear and womenswear.	Bloomsbury Publishing	London

Research, design and Portfolio presentation resources;

Key reading list

Author	Year	Title	Publisher	Location
Abling, B	(2019)	<i>Fashion Sketchbook</i>	Bloomsbury Publishing PLC	London
Abling, B & Maggio, K	2020	<i>Integrating Draping, Drafting and Drawing.</i>	Bloomsbury Publishing	London
<a href="#">Against The Clock</a>	2020	<i>Graphic Design Portfolio 2021: Adobe InDesign, Illustrator &amp; Photoshop</i>	Against The Clock	Florida, USA
Bye, E.	(2010)	Fashion design	Berg Publishers	Oxford
Davies, H.	(2010)	Fashion designers' sketchbooks	Laurence King Publishing Ltd	London
Dieffenbacher, F	2020	Fashion Thinking: Creative Approaches to the Design Process.	Bloomsbury Publishing	London
Hopkins, J	(2018)	<i>Fashion Drawing</i>	Bloomsbury Publishing	London
Hume, R	2020	<i>Fashion and Textile Design with Photoshop and Illustrator: Professional Creative Practice.</i>	Bloomsbury Publishing	London
Kettley, S	2016	<i>Designing with smart textiles.</i>	Fairchild Books	London
McKeefry, A.	2017	200 skills every fashion designer should have.	Bloomsbury Publishing PLC	London
Renfrew, E & C	(2016)	<i>Developing a Fashion Collection</i>	Bloomsbury Publishing	London
Rothman, S	2021	<i>The Fashion Designer's</i>	Bloomsbury Publishing	London

		<i>Sketchbook Inspiration, Design Development and Presentation.</i>		
Seivewright, S & Udale J	(2017)	<i>Research and design for fashion. 3<sup>rd</sup> ed.</i>	Fairchild Books	London
Seivewright, S & Sorger, R	(2019)	<i>Research and Design for Fashion</i>	Bloomsbury Publishing PLC	London
Sikarskie, A	2020	<i>Digital Research Methods in Fashion and Textile Studies</i>	Bloomsbury Publishing	London
Sorger, R. and Udale, J.	(2012)	<i>The fundamentals of fashion design</i>	Bloomsbury Publishing	London
Stoppard, L. and Bolton, A	2017	Fashion together: fashion's most extraordinary duos on the art of collaboration.	Rizzoli International Publications, Inc.	New York
Tain, L	2018	Portfolio Presentation for Fashion Designers.	Bloomsbury Publishing	London
Sustainable Fashion resources;				
Key reading list				
Author	Year	Title	Publisher	Location
Anguelov, N.	2015	The Dirty Side of the Garment Industry: Fashion and Its Negative Impact on Environment and Society.	Taylor and Francis Group Ltd.	Florida:
Brooks, A. g wilt	2015	Clothing Poverty: The Hidden World of Fast Fashion and Second-Hand Clothes.	Zed Books	London
Chouinard, Y	2016	Let My People Go Surfing.	Penguin	London

Davis Burns, L	(2019)	Sustainability and Social Change in Fashion	Bloomsbury Publishing PLC	London
Dixon, P.	2015	The Future of Almost Everything: The global changes that will affect every business and all our lives.	Profile Books	London
Fletcher, K & Tham, M	2016	Routledge Handbook of Sustainability and Fashion.	Routledge	Abingdon
Gwilt, A	(2020)	<i>A Practical Guide to Sustainable Fashion</i>	Bloomsbury Publishing	London
Henninger, C	2017	<i>Sustainability in Fashion: A Cradle to Upcycle Approach. 1st ed.</i>	Palgrave Macmillan	Basingstoke
Kohrer, E.	(2016)	<i>Fashion made fair: modern, innovative, sustainable</i>	Prestel Verlag	London
Le Zotte, J.	2017	<i>From Goodwill to Grunge: A History of Secondhand Styles and Alternative Economies (Studies in United States Culture).</i>	The University of North Carolina Press	North Carolina
Minney, S.	2017	<i>Slave to Fashion.</i>	New Internationalist	Oxford
Minney, S.	2016	<i>Slow Fashion: Aesthetics Meets Ethics.</i>	New Internationalist	Oxford
Paulins, V.A.	2015	<i>Ethics in the Fashion Industry.</i>	Bloomsbury Academic	London
Dissertation and academic writing resources;				
Key reading list				
Author	Year	Title	Publisher	Location

Abe, C	2015	Sacai: A to Z.	Rizzoli	New York
Barker, R.	2017	Cultivating Political and Public Identity: Why plumage matters.	Manchester University Press.	Manchester
Bell, J. 6 <sup>th</sup> ed.	2014	Doing Your Research Project.	Open University Press.	Maidenhead
Cottrell, S	2014	Dissertation and Project Reports: A Step by Step Guide,	Palgrave Macmillan	Basingstoke
Coppola, S & Ishii, S	2017	Beams: Beyond Tokyo - Innovative Fashion and Streetwear	Rizzoli	New York
Fairer, R and Webb, I	2018	Marc Jacobs: Unseen.	Thames and Hudson Ltd	London
Fares, T. and Mower, S. eds	2017	London uprising: fifty fashion designers, one city.	Phaidon Press Limited	London
Geczy, A.	2017	Critical Fashion Practice: From Westwood to Van Beirendonck.	Bloomsbury Academic	London
Greetham, B	2019	How to Write Your Undergraduate Dissertation,	Palgrave Macmillan	Basingstoke
Koike, K. and Kitamura, M. ed.	2016	Issey Miyake.	Taschen.	Koln
Lennon, S.J.	2017	Social Psychology of Dress. Edition.	Fairchild Books	New York
Mackinney-Valentin, M.	2017	Fashioning Identity: Status Ambivalence in Contemporary Fashion (Dress and Fashion Research).	Bloomsbury Academic.	London
Mida, I	2020	Reading Fashion in Art	Bloomsbury	London

Miller, L. E. ed	2017	Balenciaga: Shaping Fashion.	V&A Publishing	London
Minney, S.	2016	Slow Fashion: Aesthetics Meets Ethics.	New Internationalist	Oxford
Paulins, V.A.	2015	Ethics in the Fashion Industry.	Bloomsbury Academic	London
Polan, B and Tredre, R	2020	The Great Fashion Designers: From Chanel to McQueen, the Names That Made Fashion History	Bloomsbury Publishing	London
Quinn, B.	2013	Textile Visionaries: Innovation and Sustainability in Textile Design.	Laurence King	London
Westwood, V	2016	Get a Life: The diaries of Vivienne Westwood.	Profile Books	London
Wilcox, C. and Fairer, J	2017	John Galliano: Unseen.	Thames and Hudson Ltd	London
Williams, K	2018	Planning Your Dissertation,	Palgrave Macmillan.	Basingstoke

Business of Fashion Resources;

#### Key reading list

Author	Year	Title	Publisher	Location
Brown, C.	2015	Fashion and textile business entrepreneurship with information directory.	Raven House Studios.	Lincoln
Codamo, D	2020	The Ultimate Guide to Starting a Clothing Line: The essential guide for start-up brands wanting to create a successful	Independent	USA

		clothing line.		
Evans, N. et al.	2020	Costing for the Fashion Industry	Bloomsbury Publishing	London,
Hancock, J & Peirson-Smith, A	2019	The Fashion Business Reader.	Bloomsbury Publishing	London

#### Other indicative text (e.g. websites)

##### **Websites:**

Aesthetica magazine back catalogue- <https://aestheticamagazine.com/>

Bloomsbury Fashion Video Archive [Here](#)

Centre for Sustainable Fashion <https://www.sustainable-fashion.com/>

Dazed Digital - <http://www.dazeddigital.com/fashion>

Ellen Macarthur Foundation, Make Fashion Circular-[https://www.ellenmacarthurfoundation.org/our-work/activities/make-fashion-circular?gclid=EAlalQobChMIYLwwMzL7qIVxLTtCh3jKQTPeAAYAAEqJDqfD\\_BwE](https://www.ellenmacarthurfoundation.org/our-work/activities/make-fashion-circular?gclid=EAlalQobChMIYLwwMzL7qIVxLTtCh3jKQTPeAAYAAEqJDqfD_BwE)

Fashion Awards - <https://fashionawards.com/About/NEW-WAVE-Creatives-2020>

Fashion Net <https://www.fashion.net/>

Fashion Revolution : Fashion Revolution [Fashion Revolution Home](#)

French fashion magazine- <https://www.lofficiel.co.uk/>

Graduate Fashion Week - <https://www.graduatefashionweek.com/>

I-D Online - <http://i-donline.com/category/fashion/>

London Fashion Week - <http://www.londonfashionweek.co.uk>

LSN Global <https://www.lsnqglobal.com/>

Paper Mag - <http://www.papermag.com/>

Show Studio - <http://showstudio.com>

The Business of Fashion [BoF - The Business of Fashion](#)

The Sartorialist - [The Sartorialist](#)

The V&A Museum archive - [The V&A Museum](#)

Trends up to 2020 <http://firstview.com/>

VADS <https://vads.ac.uk/>

Vintage Pattern Cutting [https://vintagepatterns.fandom.com/wiki/Main\\_Page](https://vintagepatterns.fandom.com/wiki/Main_Page)

Vogue On-Line - <http://www.vogue.co.uk/photo-blogs>

W Magazine - [W Magazine | Women's Fashion & Celebrity News -](#)

WGSN Trend Forecasting [WGSN | Create Tomorrow | Trend Forecasting & Analytics](#)

[\*\*WRAP - Circular Economy & Resource Efficiency Experts\*\*](#)

1 Granary - <https://1granary.com>

### **Indicative Journals /Periodicals:**

Aesthetica

Drapers

i:D Magazine

Love

Vogue UK (Vogue Magazine archive circ. 1950-1990)

**Film:**

BBC. 2018. Fashions Dirty Secrets; Stacey Dooley Investigates

Breaking Fashion (2019) BBC One, 18 September 2019, 22:35. Available at: Planet eStream

Fabric of Britain (2013) BBC Four, 29 August 2017, 00:30. Available at: Planet eStream

Inside Dior (2017) More 4, 9 February 2017, 21:00. Available at: Planet eStream

Inside Misguided (2020) Channel 4, 12 August 2020, 22:00. Available at: Planet eStream

Morgan, A. 2015. The True Cost (M Ross ed.), The True Cost (2015) Directed by Andrew Morgan [documentary: DVD] Untold Creative

The Future of Fashion (2015). Directed by Ben Fries [documentary: YouTube] ID. Available at: [https://www.youtube.com/watch?v=yzKM\\_DXfOBA](https://www.youtube.com/watch?v=yzKM_DXfOBA)

The Next Black (2014). Directed by David Dworsky and Victor Kohler [documentary: dvd] AEG

**E-Books:**

Ferrero-Regis, T &  
Lindquist, M (2020)  
Staging Fashion The  
Fashion Show and Its  
Spaces. London;  
Bloomsbury Publishing

Geczy, A & Karaminas, V  
(2018) The End of  
Fashion: Clothes & Dress  
in the Age of  
Globalization. London;  
Bloomsbury

Granger, M & Farnan, S.  
(2020) The Fashion  
Industry & Its Careers.  
London; Bloomsbury

Gullingsrud, A (2017)  
Fashion Fibers, London;  
Bloomsbury

Jenss, H & Hofmann, V  
(2019) Fashion &  
Materiality: Cultural  
Practices in Global  
Contexts London;  
Bloomsbury

Kennedy, A Reyes, A &  
Venezia, F (2020)  
Apparel Costing

London; Bloomsbury

Marcketti, S & Karpova, E  
(2020) The Dangers of  
Fashion: Towards Ethical  
& Sustainable Solutions  
London; Bloomsbury

Payne, A (2020)  
Designing Fashion's  
Future Present Practice  
and Tactics for  
Sustainable Change  
London; Bloomsbury  
Publishing

Paulins, V & Hillery, J  
(2020) Ethics in the  
Fashion Industry, London;  
Bloomsbury