

# Programme Specification: Fashion Accessories Design MA

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>• Master of Arts - Fashion Accessories Design</li> </ul> <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"> <li>• Postgraduate Diploma (Pg Dip) - Fashion Accessories Design</li> <li>• Postgraduate Certificate (Pg Cert) - Fashion Accessories Design</li> </ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Harrow
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	<a href="#">QAA Subject Benchmark Statements</a>
<b>Professional statutory or regulatory body</b>	
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>• Fashion Accessories Design, Full-time, September start - 1 year standard length</li> <li>• Fashion Accessories Design, Part-time day, September start - 2 years standard length</li> </ul>
<b>Valid for cohorts</b>	From 2025/6

## Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here:

<https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

## Aims of the programme

The **MA Fashion Accessories Design** programme aims to provide students with the digital, material, functional, and aesthetic skills required to work in the international fashion accessories industry. The course is designed to enable students to develop their creativity, informed by emerging materiality, ethics, and sustainability developments within the international fashion industry and adjacent creative industries.

The **MA Fashion Accessories Design** course's central research focus is the historical and contemporary material culture of accessory design held within the Westminster Menswear Archive (WMA), which houses over 2000 objects, including over 200 examples of accessories. The WMA enables students to gain a critical understanding of the theoretical, cultural, sociological, and economic context of their discipline. This knowledge enables students to critically evaluate various approaches to material, construction, and design in order to inform new approaches in their own practice.

Collaborating with industry partners on live projects helps students acquire professional knowledge, skills, and experience. This enables them to situate their own work within a broader context and develop solutions that meet the needs of industry, consumers, and markets. The course will equip students with an advanced technical knowledge of the specialist digital and physical skills required to translate their ideas into viable outcomes, and to communicate their work coherently and intelligently.

Students develop projects through independent student-centred research and complete the course with a personal portfolio of design work, showcasing areas of specialist expertise, enabling them to position their practice within the context of the international accessory design industry.

## Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

As a successful graduate in **MA Fashion Accessories Design**, students will have developed skills that enable them to enter and progress within the fashion industry, but it does not guarantee a fast-track route to success. Current market conditions in a sustainable fashion industry are challenging, but as a result of participation in this course and through engagement with the general content of the syllabus the student will develop an international perspective and capitalise on a wide range of job opportunities. We aim to equip our students with the ability to transition into the workplace with skills which will enable them to move into the fashion industry with valuable perspectives, relevant skills and maximise opportunities.

## Work Experience and Live Projects

The course has extensive relationships with industry professionals, including accessory designers at Alexander McQueen, Asprey, Balenciaga, Kenzo, Louis Vuitton, Pheobe Philo, and Burberry. This allows the course to provide a variety of professional-related activities, including talks, mentoring schemes, external visits, and in-house industry sessions. Opportunities to experience, reflect on, and develop professional practices are embedded in the syllabus to help students develop the skills they need for employment. Students are required to undertake a live project in at least one module with a live industry brief.

The programme emphasises professional skills as the foundation of the students' education. In addition to developing an independent project with a professional-level final portfolio, the student journey includes responding to live briefs and competitions, participating in workshops on key areas of the discipline, and developing a professional practice portfolio that prepares graduates for the next steps for their career.

The University of Westminster continues to focus on the employability of graduates for the changing world of employment and is establishing a Centre of Excellence for Professional Learning from the Workplace. The remit of the Centre is to disseminate this excellence throughout all the courses in the University. It is important to the University that graduates are well prepared and equipped to succeed in employment and contribute positively to society.

Students have access to the University's careers and employability service which offers advice and provides access to resources whether you are looking for a part time job whilst studying or researching post-graduate career opportunities.

### **Transferable Skills**

To support employability upon graduation, transferable skills are embedded across the **MA Fashion Accessories Design** course curriculum. These skills include:

- Analysis and Decision-Making
- Commercial Awareness
- Creativity and Problem-Solving
- Influence and Negotiation
- Verbal, Written and Visual Communication
- Leadership and Teamwork
- Planning and Organisation
- Self-Management

Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students

### **Graduate destinations include, but are not limited to the following examples**

Designer, Accessories Designer, Jewellery Designer, Footwear Designer, Luxury Bag Designer, Small Leather Goods Designer, Digital Designer, Stylist, Product Development, Merchandising, Fashion PR, Trend Forecaster, Supply Chain Manager, Sustainability and Sourcing Manager, Production Manager, Studio Manager, Textile Developer, Accessories Technical Manager, Sample Room Manager.

## **What will you be expected to achieve?**

### **Course learning outcomes**

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

**Level 7 course learning outcomes:** upon completion of Level 7 you will be able to:

- 001 Critically evaluate the issues and challenges within sustainable fashion systems. ( KU KTS SS )
- 002 Thoroughly investigate and evaluate recent technological advancements and digital innovations, as well as their potential impact on the fashion industry. ( KU SS )
- 003 Critically evaluate working relationships with industry partners and teams. ( KU SS )
- 004 Produce an original piece of research that is critically relevant to the chosen area of study, informed by current academic research and developments in professional fashion industry practice. ( KU PPP KTS SS CS )
- 005 Apply entrepreneurial skills within the context of a contemporary fashion industry practice taking into consideration relevant contextual practice such as culture, socio-economics, and sustainability ( PPP KTS )
- 006 Critically evaluate historical and contemporary developments in fashion accessory design, demonstrating a comprehensive understanding of the evolution of style, materiality, and construction. ( KU )
- 007 Utilise digital and analogue tools in a complex and original manner to develop conceptualisation, prototyping

and visualisation relevant to practice. ( KU PPP KTS )

- 008 Critically evaluate and apply principles of accessory design to create directional, innovative, and ground-breaking outcomes that create new and diverse approaches aligned with consumer needs. ( KU PPP )
- 009 Critically evaluate and apply specialist knowledge and skills to develop complex, specialised and innovative outcomes that conceptually challenge current subject-specific norms. ( KU PPP )
- 010 Display proficiency in creative approaches to solving contemporary problems within the field of design, exploring both academic and practical solutions. ( KU KTS )

## How will you learn?

### Learning methods

The course responds to the rapidly changing landscape of the fashion industry, with the demand for strategic, commercial, digitally literate and multi-skilled fashion professionals. Many different teaching and learning methods enable students to develop an innovative and creative approach to their discipline based on an increasing knowledge of practice and transferable skills.

### Tutorials

The most individual form of teaching students will experience will be through the tutorials. As a form of teaching, tutorials are offered to help students within each module. Each module will allow time for these to take place. Students will be encouraged to discuss their perceptions of their own abilities and to consider the way they are working and to what effect.

### Lectures

Most lectures take place in a lecture room or auditorium. Students will be encouraged to participate by commenting on the lecture material, offering a view, or preparing a short response paper for a session. During lectures, students are asked to keep notes to build up a file of information in preparation for the module assessments. Lecturers may be the course academic team members or industry specialists and experts who will lecture about their area of expertise.

### Group Discussion

Group discussions and seminars are important mechanisms for opening up project potential. Group discussions will examine the implications, influences, content and demands surrounding the requirements of the projects and try to identify the best way of tackling them. Active participation in exchanging ideas is important in helping student develop articulate, confident attitudes toward their work.

### Group and Individual Presentations

Many assessments are evaluated based on group work, and all group members are expected to participate and present to the academic staff. These opportunities allow students to evaluate their work in a group context, explain their ideas coherently, look at them impartially and analytically – and change them where necessary. Students learn to evaluate criticism, how to accept it and how to give it. Where group work is assessed, a group contract will be agreed. A group mark will be applied unless there is advance knowledge via the tutorial process there is a violation of the group contract.

### Teaching methods

Teaching and learning methods that are designed to promote and assist student-centred, active learning and to enhance opportunities for flexible learning (whenever possible and appropriate), including:

- **Formal Live and Recorded Lectures** - drawing upon in-house and visiting professionals, lectures introduce students to a range of perspectives on fashion design concepts and processes
- **Interactive Seminars and Workshops** - these seminars offer students the opportunity to discuss and explore further aspects of the lectures and their research, working with their peers to develop deepened understanding and skills
- **Individual and Group Tutorials** - tutorials are spaces where more localised aspects of student learning can be focused upon, both on an individual or small group basis
- **Collaborative Group Work** - working collaboratively is an essential skill for successful graduate employment as well as a space for peer-to-peer learning
- **Student-led Discussions** - these sessions allow students to lead the direction for discussion, allowing them to scope out new thinking or speculate on new approaches

- **Live industry Projects** - these are a vital aspect of the authentic learning strategy of this course; live projects allow students to experience the time frame and scope of the kinds of projects they might find themselves working on once they have graduated
- **Fieldwork** - these visits are a valuable part of the course in that they offer concrete examples and perspectives on the conceptual and theoretical frameworks alongside being vital research opportunities
- **Presentations** - in the fashion industry, presentations are one of the most common modes for pitching a project or for design ideation; students will make a number of presentations throughout the course, offering scope for feedback and peer-to-peer learning

The course provides an **authentic, inclusive and progressive learning environment**, where students are supported by their tutors but encouraged to think critically about their practice while questioning its position in the rapidly changing fashion industry. Students spend significant time undertaking independent study, individually or in collaborative project groups. They are expected to use the libraries, extensive online resources, and academic support sessions available in the University to deepen their learning outside timetabled lessons.

## **Equality, Diversity & Inclusion**

As a progressive, compassionate and responsible university, Equality, Diversity & Inclusion (EDI) is in our DNA. Diversity, inclusion and equality of opportunity are at the core of how we engage with students, colleagues, applicants, visitors and all other stakeholders.

These principles pertain to every area of our Being Westminster Strategy: our purpose, our vision, our mission, our values, our priorities, our objectives, our outcomes. We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither acceptable nor tolerated. Our commitment to EDI makes us a stronger, more effective institution and a sustainable community. We recognise that delivering that commitment entails ongoing cultural change, challenge and growth.

The study of fashion design and the fashion industry contributes to a more equal and diverse society. Fashion is concerned with issues around representation, identity, and power and can challenge stereotypes. By studying fashion, our students are equipped with the skills and knowledge to critically engage with the fashion industry and its social and cultural meanings and to produce work that reflects diverse perspectives and experiences.

We are proud to teach such a diverse range of students on the MA Fashion Accessories Design course at Westminster. Students are at the core of everything we do, and we encourage everyone to draw on their own experience when approaching creative work, centering their practice at the heart of their and our communities.

We provide career enhancement opportunities that allow our community of students to flourish well beyond graduation, whether that is in the art world, in creative industries, in fashion, digital and virtual environments, or in commercial settings. Our course provides opportunities for students to gain practical experience through regular contact with industry professionals, such as work placements, guest talks by industry experts, participation in mentorship programs, and field trips to fashion-related spaces. These experiences help students to become familiar with industry practices and provide them with a sense of agency and confidence, while also enhancing their employability prospects. This can be particularly beneficial for students who may not have access to wider networks.

## **Community and Collaboration**

We are actively working to decolonise our curriculum and to include diverse voices, perspectives, and histories in course materials and curricula. We listen to our students and support them in all aspects of the programme to develop their own creative practice and shape their individual journey through the course. Students come to Westminster from many different and varied backgrounds, and this rich cultural heritage enables an exciting atmosphere of mutual support, where students learn about other communities as well as find the space to explore their own. The course design ensures that students can take charge of their projects, based on their own knowledge and cultural interests. Students have the opportunity to collaborate with peers and participate in community-oriented spaces, as we seek to expand education beyond the classroom and to contribute to society in a meaningful way.

## **Neurodiversity and Disability**

Creative courses often attract a wide range of students and staff members, including those who are neurodiverse. Our course team is experienced in providing the necessary support to meet the unique needs of our students and we are committed to creating course materials and assessments that are accessible to all students, regardless of their learning style or ability. We work closely with the disability team to ensure that our course is structured in a way that is truly inclusive, with sessions that cater for a range of learning styles and needs, and we ensure that our assessments and teaching formats are adapted to fully accommodate our diverse student body.

## Active Learning Strategies

We use active learning strategies that encourage students to participate in group work, discussions, and collaborative projects. We provide multiple modes of content delivery, including audio-visual and written materials. We encourage student feedback throughout the course to ensure that their needs and concerns are being met. We also offer mentorship and support to students, particularly those from under-represented groups, to help them succeed in their studies and future careers.

## UN Sustainable Development Goals Statement

All students at Westminster are introduced to the UN SDGs early in their course, and within the MA Fashion Accessories Design course, SDGs will be consistently applied within the curriculum to articulate their importance to students. All students will be taught how to connect the discipline of fashion to every aspect of sustainable development and encouraged to reinforce and build upon UN SDGs in the dynamic fashion industry. As a course we will explore the following Sustainable Development Goals (SDGs)

Decent work and economic growth (8)  
Industry, innovation and infrastructure (9)  
Sustainable cities and communities (10)  
Responsible consumption and production (12)  
Climate Action (13)  
Peace, just and strong institutions (16)

## Assessment methods

Assessment methods in this course have been designed to meet industry needs and are intended to evaluate student learning and to encourage a self-reflective and critical appreciation of students' own development. Response to student work is a significant aspect of learning and all summative form of assessment will be accompanied by written feedback conforming to university guidelines to ensure that students have the opportunity to apply this critique to their subsequent studies. Particular attention will be given to providing feedback on final modules to inform students' professional aspirations.

## Assessment Procedures

The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of their study programme and achieved the required standard for the award they seek. Assessment provides the students with a clear indication of their individual ability, development and achievement, and helps in establishing a process of critical self-evaluation.

All modules are designed to encourage an **independent learning culture and a significant team experience** within a challenging and supportive environment. The main forms of assessment for the **MA Fashion Accessories Design** are as follows:

- Creative Outputs
- Digital or Material Outputs
- Individual Written Reports
- Group Reports
- Individual Presentations
- Group Presentations
- Written Topic Proposals
- Draft Submissions of Reports (Formative)

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	001, 002, 003, 004, 006, 007, 009, 010
Literate and effective communicator	002, 004, 007
Entrepreneurial	005, 008
Global in outlook and engaged in communities	001, 002, 003, 005, 008
Socially, ethically and environmentally aware	001, 002, 003, 005, 008

## Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

## Modules

### Level 7

The **MA Fashion Accessories Design** course is part of a wider **Postgraduate Fashion Matrix**, which includes **MA Fashion Business Management, MA Sustainable Fashion, MA Fashion Manufacturing, and MA Menswear Design (with Professional Experience MFA)**. The matrix of postgraduate fashion courses addresses contemporary challenges, advanced digital approaches, and specialised professional contexts while facilitating collaborative and cross-disciplinary learning opportunities. This matrix structure allows students to tailor their learning in fashion disciplines through interdisciplinary and optional modules shared across the fashion courses.

For the **MA Fashion Accessories Design** course, students must complete 180 credits comprised of **four core modules (120 credits)** and select **two or three of the five optional modules (60 credits)**.

Core modules include (120 credits):

Sustainable Supply Chain Management (20 credits)

Concept to Prototype (20 credits)

2D and 3D Live Project (20 credits)

Fashion Accessories Design Final Project (60 credits)

Optional modules include (60 credits):

Fashion Entrepreneurship (20 credits)

Archive Research for Design (20 credits)

Specialist Techniques (20 credits)

Fashion Activism and Social Justice (20 credits)

Industry Practice (40 credits)

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7FADE011W	MA Fashion Accessories Design Final Project: Collection and Portfolio	Core	2	60	30
7FADE010W	2D-3D Live Project	Core	Various	20	10
7FADE009W	Concept to Prototype	Core	Various	20	10
7FAMN001W	Sustainable Supply Chain Management	Core	Various	20	10
7FADE008W	Archive Research for Design	Option	Various	20	10
7FAMN017W	Fashion Activism and Social Justice	Option	Various	20	10
7FAMN004W	Fashion Entrepreneurship	Option	Various	20	10
7FAMN010W	Industry Practice	Option	Various	40	20
7FADE004W	Specialist Techniques	Option	Various	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

## Professional body accreditation or other external references

### Course management

The **Course Leader** will be responsible for Admissions with the relevant admissions manager and will liaise with the course team, academic departmental representatives, academic administrators and support services to enhance the student's learning experience and ensure the academic coherence and quality of the course. The **Head of School** holds overall responsibility for the course and for all courses run by the School of Arts.

### Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

### Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

### Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

### How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.



## How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©

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Published date: 6 November 2024