



Programme Title	BA (Hons) Fashion
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
Final Award	Level 6 – BA(Hons) Fashion
Interim awards	Level 5 – Dip HE Level 4 – Cert HE
UCAS Code	
QAA Subject Benchmark	Art and Design (2016)
PRSB reference	N/A
Mode of study	Full Time
Date produced/amended	May 2018
Course Leader	Gurmit Matharu

Distinctiveness

Distinctive Features

BA (Hons) Fashion at Ravensbourne nurtures creatively brave, forward thinking designer-practitioners with a strong fashion design philosophy and a critical awareness of current areas of debate such as ethics, sustainability, and slow and fast fashion. The development of creative individuality is underpinned by a rigorous foundation encapsulating practical/technical and digital skills. These foundations are innovatively interrogated through a spectrum of briefs including live briefs and competitions.

Summary of distinctive features and course assets:

- Two final year pathway options
- Emphasis on individual design ethos and handwriting
- Digital print, laser cutting, digital embroidery
- Strong focus on fabric manipulation and finish
- Creative cutting -traditional and digital methods
- Draping and tailoring specialist focus
- Live project briefs
- Hand and digital illustration
- Technical drawing and tech pack creation
- Portfolio and presentation skills
- Industry visits
- Fully accredited and supported work placement
- Sustainability focus
- CAD skills in photoshop and Illustrator

Careers

BA (Hons) Fashion at Ravensbourne is internationally renowned, successful and dynamic embedding the *mind-sets and skill-sets* to optimise entry into fashion design industry and a range of related career sectors including: textile design, design support, pattern cutting, CAD design, tech pack production, product development, fashion technology, sustainability management, buying, colour and brand management.

As testament to our industry connections, placements recently have included Alexander

McQueen, Hussein Chalayan,, Todd Lynn, TopMan, , Eley Kishimoto, , Reiss, Burberry, Chloe, Givenchy, Joseph, Louis Vuitton, Maison Margiela, Oscar De La Renta, Stella McCartney, Victoria Beckham, Haider Akermann, Viktor & Rolf, Craig Green, Preen, Peter Pilotto

The Curriculum

The broad aims of the course are to provide a creative and practical holistic education that *cultivates* not only essential vocational skills but life skills including resilience and self efficacy and measured confidence. The course provides a rigorous intellectual examination of the key issues surrounding the industry and develops the specialist skills to allow you to enter one of industry's main specialisms namely womenswear, menswear or fashion textiles.

The emphasis of this course is on conceptual design skills balanced with strong product awareness and an understanding of the product development cycle from concept through to production. You will learn how to analyse and predict trends, evaluate the critical path, the fabric calendar, the relationship of silhouettes, slow and fast fashion, innovation, cultural contexts and the impact of new design directions. The course aims to produce graduates who can, not only analyse the past but create the future. You will learn to *integrate* design thinking with commercial awareness to create challenging high-end design solutions informed by market knowledge and business acumen.

Another consistent line running throughout all courses is theoretical study leading to a dissertation on a topic related to fashion. This develops and strengthens core cognitive skills undertaken in previous levels of the course and encourages students to make links and connections across different contexts and apply them in fashion. Students are encouraged to develop independent thought, and to *originate* through leveraging theory, practice and innovation.

Graduates will leave Ravensbourne equipped with knowledge and skills in fashion but also with experience of team working, interdisciplinary *collaboration*, and the entrepreneurial skills necessary to survive, succeed and innovate in the creative professions. This innovative curriculum aims to nurture the whole person to produce well rounded designers fit for the future. You will graduate ready not only for the demands of fashion but as *advocates* and citizen practitioners ready to tackle real world challenges with sustainable design solutions.

Course Structure

The course structure draws on the creative synergies and frictions of the different disciplines at Ravensbourne and provides physical and intellectual opportunities for students to meet, learn, collaborate and work together with students from different disciplines.

Level 4- Introductory Year

In Level 4, you will benefit from term long introductions and inductions to ensure that you understand and can take advantage of all the resources and facilities we offer. In the first unit Fashion in Context, you will learn about the history, context and structure of the fashion industry and about how we use market segmentation to better understand the

breadth and complexity of the sector. In consequent units, students learn technical skills in textile design, fabric manipulation and pattern cutting while developing their own unique design handwriting and personal style. Technical skills in the application of Photoshop, illustrator and 3D technologies allow for the integration of the old with the new. All these skills will be further developed during level 5.

Level 5- Industry Engagement

Cross-departmental Electives at level 5 will offer students the opportunity to *integrate* their skills with other areas outside the immediate field of design including fashion buying, fashion accessory design, fashion styling, visual merchandising and fashion illustration. A trans-disciplinary elective unit will present a unique opportunity for students to *collaborate* with courses across the broader creative industries. You will be invited to select from a range of live project briefs that challenge you to apply design thinking and *advocate* solutions to real world opportunities, community and sustainability challenges. The curriculum, while nurturing subject specific skills will also encourage students to become adaptable, collaborative and empathetic to other professional perspectives.

Live industry briefs set by a range of prestigious brands and designers present the opportunity to *originate* unique and innovative design solutions for identified target consumers with the benefits and supervision of experienced industry mentors.

BA Hons Fashion at level 5, also includes a fully accredited work placement where students can test their learning in a professional environment. In these 'real work' situations, students can craft, hone, perfect, develop and *integrate* their existing skills within industry practice while building key industry contacts for the future.

Level 6 – Preparation for Employment

Because we recognise that students are not a single homogenous group, we offer the opportunity for two separate modes of study in the final year. There are two alternative pathways:

- **Ready to Wear Final Collection:** this pathway focuses on the creation of a ready to wear final year collection for selection for a high profile catwalk show. Innovative cutting and manufacture of your own 6 outfit conceptual design proposal will be the key focus, supported by a strong portfolio.
- **Innovation for Industry Partnership:** this pathway gives students the opportunity to work in partnership with industry for the final year and to design for the client brand. There will be strong emphasis on a diverse exit portfolio and CAD skills with creation of a strong sample pack but only a mini collection to be manufactured.

Both pathways allow students to integrate all the skills learned in levels 4 and 5 and to push boundaries towards the production of an exceptional body of work in readiness for the world of work. Research, concept development, design, cut and make will feature in both pathways but in different contexts for different consumer markets.

A career planning unit will assist students of both pathways in developing a professional exit portfolio and engage you in career planning activities designed to assist you in

securing suitable employment post graduation.

Contextual studies will run through the three years of study culminating in a final dissertation on a topic related to fashion and material processes. This will strengthen core cognitive skills undertaken in previous levels and will encourage you to make links and connections across different contexts.

This blend of core subject units, inter-disciplinary electives, trans-disciplinary elective briefs and live industry projects, prepares graduates for the world of work. You will graduate as skilled professionals imbued with new ideas, commercial awareness and a mindset to innovate through design thinking. This course offers future currency to industry ready graduates able to communicate seamlessly across different creative sectors. Projects will be challenging and therefore aid students to conceptualise and develop a personal aesthetic. As a result, outcomes will be creative, innovative, contemporary and directional.

You will graduate prepared for a range of career opportunities in the national or International fashion industry (including self-employment) or postgraduate study; being given the opportunity to progress onto the MA Fashion programme at Ravensbourne.

The Mindsets and Skillsets Manifesto: Five Principles

Ravensbourne developed its Mindsets and Skillsets Manifesto as part of an institution-wide Portfolio Review. This was the culmination of a significant process that included a broad literature review; various outputs from national and international conferences and institutional visits; a 'Futures in the Making Symposium' attended by academic faculty - featuring an industry panel and a second panel of high profile external academics; a '20 / 20 / 20 Visiting Lecture Programme'; and market analysis of existing courses and the university's academic framework. The final Manifesto also drew from the institution's Strategic Plan and the Director's post-2018 vision document.

The Mindsets and Skillsets Manifesto consists of Five Principles that creates the basis of a vision that informs a new academic framework, its new curriculum, and all course level learning outcomes. This Manifesto underpins the validation and revalidation documents presented here, and is briefly articulated in the following way:

1. Cultivate / where the individual thrives

- Holistic Education: beyond the discipline
- Life Skills: resilience, self-efficacy, multiple intelligence

Extending the norms of skills-acquisition and competency-based approaches Cultivate nurtures the creative individual beyond the academy, embracing the holistic notion of educating the whole person.

Critical life-skills are investigated and multiple intelligences explored through a model that supports professional and personal development to create and support resilient and inclusive individuals prepared for work in the ever-changing creative industries and for living with wider societal and cultural flux in the 21st century.

2. Collaborate / where disciplines evolve

- Blurring Disciplines: petri dish for new thinking and practice
- Shape-Shifters: new practice demands new practitioners

The Collaborate model enables students with discipline-specific knowledge to apply their own creative thinking, design and media practices and methodologies and production techniques to interdisciplinary and transdisciplinary projects.

Interdisciplinary project models integrate subject knowledge and working methods from a range of disciplines to create synthesis of practice, whilst the transdisciplinary model creates new and extended disciplinary modes through the unity of intellectual and practice-based frameworks to reach beyond single disciplinary perspectives.

3. Integrate / where education engages industry

- Professional Modes: education mirrors industry
- Depth and Breadth: specialists and generalists

A model that integrates academic delivery with industry practice; enabling subject-specific, interdisciplinary student teams to replicate modes of working found within relevant professional models; the Production House in Film and TV, the Design Studio in communication and media design, the Fashion House in fashion and textiles, the Advertising Agency in advertising and promotion and the Architecture Practice in architecture and interiors.

Typically the Integrated Team, with each member assigned a specific role, works to a phased delivery that may include the Discover, Define, Develop and Deliver stages of the Design Double Diamond. Integrate challenges traditional constraints in the teaching of the solo practitioner and embraces the notion of disciplinary discovery and practice through team working.

4. Advocate / where purpose meets practice

- Citizen Practitioners: tackling real-world problems
- Self to Selves: from the individual to the collective

Putting purpose first, Advocate recognises the responsibility for creative education to address the unprecedented environmental, social and economic challenges facing humankind; tomorrow's designers and media practitioners are increasingly aware of their responsibilities as global citizens to engage with complex ethical issues related to climate change, social justice, interdependence, wellbeing and biodiversity.

Advocate puts studio projects and commercial and charitable industry commissions at the centre of the educational experience enabling students real-world opportunities to improve the communities in which they live and work and in turn begin to transform the wider world.

5. Originate / where creativity meets technology

- Mind-Sets + Skill-Sets: the dynamism of ideas + technology
- Applied Mastery: leveraging theory, practice and innovation

Sitting at the intersection of creativity and technology, Originate enables the merging of visionary mind-sets and skill-sets to provide provocative and challenging design and media approaches. The amalgamation of theory and practice, Originate embraces both integrated

and agile design-thinking and design-doing practice and research methodologies to forge dynamic technologically-savvy and creativity-driven responses and solutions to given and self-directed industry-leading projects.

This programme aims to:

- Enable the development of creative, technical and professional skills relevant to employment in the fashion industry and related areas; including skills in research, analysis, problem-solving, critical reflection, visual, written and verbal communication.
- Enable you to develop an understanding of the key critical, social, cultural, historical and business concepts, issues and debates relevant to contemporary fashion.
- Develop a comprehensive knowledge of contemporary professional practice and the creative process in their chosen areas of specialism, and an awareness of current areas of development, innovation and sustainability.
- Embed a clear vision of where a student's creative strengths lie and how these can be utilised and applied to potential career opportunities.
- Develop your personal confidence and abilities (mind-sets and skill-sets) to enter employment within your chosen sector, respond to professional opportunities and to enter postgraduate education.

Programme Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the course students will be able to:

LO 1 Research/Inspiration

Select and evaluate information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

Related Principle: ORIGINATE

LO 2 Concept/Ideation

Critically appraise and evaluate appropriate research materials to generate workable concepts or strategic project themes that inform and underpin project development.

Related Principle: ORIGINATE

LO 3 Development/Prototyping

Investigate potential pathways that result in appropriate solutions, informed by a systematic understanding of the principles of the creative process.

Related Principle: INTEGRATE

LO 4 (Pre) Production

Demonstrate systematic working knowledge, production skills, selection, application and understanding of a selection of processes, materials and methods that inform creative and academic practice.

Related Principle: COLLABORATE

LO 5 Presentation /Storytelling For Influence

Communicate projects creatively and professionally, whether in visual, oral or written form. Methods of presentation are appropriate to the audience/client and the purpose of the work.

Related Principle: ADVOCATE

LO 6 Critical and creative mindsets

Evaluate a range of critical approaches in order to form an independent position

Related Principle: ORIGINATE

LO 7 Employability

Effectively employ professional transferable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively.

Related Principle: CULTIVATE

LO 8 Professional Identity

Align your professional identity as a practitioner with a viable career context.

Related Principle: CULTIVATE

Learning and Teaching methods	Assessment Strategy
<p>Learning will be incremental as students progress through from Level 4 to 5 and finally to Level 6 when students will be increasingly self directed with the aim of producing independent, autonomous learners.</p> <p>Level 4 Learning and teaching tends to be primarily project based. This is supported by varied learning and teaching methods which may include as appropriate</p> <ul style="list-style-type: none"> • project briefings • studio based lectures • (staff and student led) group seminars • technical or practical workshops demonstrations and critiques • individual or group tutorials 	<p>Both formative and summative assessment methods will feature.</p> <p>Formative assessment will give students the opportunity to gain feedback on how they are progressing towards achieving the Learning Outcomes to that point. Formative Feedback will also include feed forward so that students get the opportunity to make improvements towards achieving the LOs. Formative feedback is not formal and is most often, does not involve the allocation of a grade band or predicted mark.</p> <p>Summative feedback will be given at the end of a unit. As well as providing feedback on how the student performed on the unit against the Learning Outcomes, using set Assessment Criteria, tutors will allocate a grade band to the work using grading descriptors set by Ravensbourne.</p>

<ul style="list-style-type: none"> • self directed study, supported where appropriate by e-learning and/or resource based learning <p>Level 5 Projects are collaborative encouraging team working and peer learning. This may involve students from other courses and feedback from industry.</p> <p>Your skills are gained primarily through project based learning. You work on project briefs designed to foster creative, technical and academic skills while progressively introducing professional contexts and constraints. This approach is student-centred, encourages deep learning, builds problem solving ability and Integrates academic with professional learning.</p> <p>Projects continue to be supported by</p> <ul style="list-style-type: none"> • project briefings • studio based lectures • (staff and student led) group seminars • technical or practical workshops demonstrations and critiques • individual or group tutorials • self directed study, supported where appropriate by e-learning and/or resource based learning <p>Level 6 This level guides you in your individual research and decision making to prepare you for your future professional life.</p> <p>Projects continue to be supported by</p> <ul style="list-style-type: none"> • project briefings • (staff and student led) group seminars • individual or group tutorials • self directed study, supported where appropriate by e-learning and/or resource based learning • preparation for show and final presentation 	<p>Holistic Assessment: Assessment for most units within this course will be holistic ie.100% portfolio of evidence. This means that you will receive a single overall grade for the unit. This will be a reflection of overall performance and achievement against the Learning Outcomes using given assessment criteria. Assessment Methods & Requirements will include both written and visual components including but not exclusively:</p> <ul style="list-style-type: none"> • Essays • Market Research • Consumer profiles • Sketchbook research • Design development • Concept Proposals • Fabric proposals • Fashion Illustrations and line ups • Technical drawings • Pattern cutting & technical files • Toiles • Final prototypes • Range Plans & Branding proposals • Presentations/ pitches <p>Knowledge and understanding/ Intellectual skills are primarily assessed through</p> <ul style="list-style-type: none"> • essays and reports • individual and group presentations • application in practical projects in a manner appropriate to each unit of delivery • Some units additionally require the submission of rationales, background research, development materials and/or evidence of reflection on the project process. <p>Practical and professional skills are assessed primarily through their application in project work submitted for summative assessment. Some units additionally require</p>
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<ul style="list-style-type: none"> technical support in making and production 	<ul style="list-style-type: none"> submission of rationales, background research, development materials and/or evidence of reflection on the process of development. An individual or group presentation <p>Transferable skills are assessed within appropriate units throughout the course. You provide evidence of work and learning carried out across the course. For instance, evidence of personal development achieved through</p> <ul style="list-style-type: none"> research, design development and realisation responses to briefs and evidence of project management peer, group and self-assessment
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Unit Code	Unit Title	Credits
Level 4		
C18101	Themes in Contemporary Culture	15
FAS18102	Introduction to Fashion	30
FAS18103	Fashion Practice in Context	15
FAS18104	Introduction to Print & Textiles	30
FAS18105	Introduction to Digital Fashion Technologies	30
Level 5		
C18201	Big Ideas & Philosophies	15
FAS18202	Industry Brief: Denim Innovation	15
FAS18204	Industry Brief: Contemporary Tailoring	30
FAS18205	Work Placement	30
EFAS181	Elective: Sample Finish & Swatch Packs for Fashion	15
EFAS182	Elective: Illustration for Fashion	15
CIE18200	Cross Institution Elective	15
Level 6		
C18301	Dissertation	30
FAS18302	Major Project Concept Research & Prototyping	30
FAS18303	Portfolio & Career Planning	30
FAS18304	Major Project Development & Realisation	30
		360

Entry Requirements

Students will normally be expected to possess five GCSEs (grade C or above) or equivalent (including English) and also to hold at least one of the following or equivalent UK or international qualification:

- 2 A Levels (grades A-C) or 4 AS Levels (grades A-C)
- 2 vocational A Level (grades A-C)
- Level 3 Foundation Diploma or National Diploma
- Advanced Diploma (grades A-C)
- International Baccalaureate (28 points or above)

Where an applicant's first language is not English, proof of competence in English will be required. For undergraduate and postgraduate programmes, this will normally take the form of an approved English language test at B2 level in the Common European Framework of Reference. Any test for proficiency in English must have been achieved within 18 months preceding the date of entry. Individual programmes may have higher language requirements. Ravensbourne's international department will advise applicants on the language requirements for particular programmes.

Selection Criteria

Ravensbourne will use a number of methods to assess an applicant's suitability for their course of choice. Primarily applicants are selected on the basis of:

- an applicant's prior academic achievement/qualifications and/or previous employment/life experience;
- assessment of the applicant's ability and aptitude to succeed on the course for which s/he has applied.

Students will be selected according to the generic criteria set out below:

Personal attributes

- shows commitment, enthusiasm and interest in the subject area
- initiative and problem solving
- ability to communicate

Creative process

- can generate ideas and use external sources to develop them
- ability to research an idea and follow it through to a finished product

Study skills

- can understand and organise information clearly
- can investigate and analyse information
- shows reasoning and intellectual curiosity

Professional skills

- has shown they can initiate and deliver projects
- can work in a team and with people with different skills
- has shown confidence with IT

Career aspirations

- understands the relevance of the course to her/his career ambitions

- understands current debates within industry

Accreditation of Prior Learning

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure.

Student Support <http://intranet.rave.ac.uk/display/SS/Student+Support>

Assessment Regulations <http://intranet.rave.ac.uk/display/RA/Assessment+-+UG+and+PG>

Course LOs	Level 4				Level 5				Level 6			
	Introduction to Fashion	Fashion Practice in Context	Intro to Print & Textiles	Intro to Digital Fashion Technologies	Elective: Sample Finishes & Swatch Packs for FAS	Elective: Illustration for Fashion	Industry Brief: Denim Innovation	Industry Brief: Contemporary Tailoring	Work Placement	Major Project Concept Research & Prototyping	Major Project Development & Realisation	Portfolio & Career Planning
LO1	X	X	X	X		X	X					X
LO2					X			X		X	X	X
LO3	X		X	X	X		X	X				
LO4										X	X	X
LO5	X	X	X	X	X	X	X	X	x	X	X	X
LO6									x	X	X	
LO7	X	X	X	X	X	X	X	X	x	X	X	X
LO8									x	X	X	X

Description of the Course

Fashion at Ravensbourne has a strong heritage and international reputation for producing graduates with strong design credentials and personal design identity. Students have gone on to secure design jobs at brands such as ACNE, Alexander McQueen, Burberry, Chloe, Givenchy, Joseph, Louis Vuitton, Maison Margiela, Oscar De La Renta, Stella McCartney, Victoria Beckham.

This innovative course offers designers of the future the opportunity to study both traditional and innovative practices in fashion design, development, pattern cutting and manufacture. While embracing traditional methods, we have invested in new innovative technologies to allow students to explore their full creative potential as well as optimise their future employability.

Careers

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CAD design, tech pack production, product development, fashion technology, sustainability management, buying, colour and brand management.

As testament to our industry connections, placements recently have included Alexander McQueen, Hussein Chalayan, Future Classics, Todd Lynn, TopMan, Jonathan Saunders, Eley Kishimoto, Louise Gray, Reiss, Burberry, Chloe, Givenchy, Joseph, Louis Vuitton, Maison Margiela, Oscar De La Renta, Stella McCartney, Victoria Beckham, Haider Akermann, Viktor & Rolf, Craig Green, Preen, Peter Pilotto.

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Academic Framework - Course Diagram

	Term1	Term2	Term 3
Level 4 120 credits	Induction <i>(Inc. contribution from Theory)</i> 0 credits	C18101 Themes in Contemporary Culture 15 credits	
	Introduction to Fashion 30 credits	Introduction to Print & Textiles 30 credits	Introduction to Digital fashion Technologies 30 credits
	Fashion Practice in Context 15 credits		
Level 5 120 credits	C18201 Part 1 <i>Big Ideas and Philosophies</i> <i>(7.5 out of 15 credits)</i>	C18202 Part 2 <i>Dissertation Proposal</i> <i>(remaining 7.5 out of 15 credits)</i>	
	Electives Sample Finish & Swatch Packs for Fashion OR Illustration for Fashion 15 credits	CIE18200 <i>Cross-Institutional Elective</i> 15 credits	Work Placement 30 credits
	Industry Brief: Denim Innovation 15 credits	Industry Brief: Contemporary Tailoring 30 credits	
Level 6 120 credits	C18301 Dissertation 30 credits		
	Major Project Concept Research & Prototyping 30 credits	Major Project Development & Realisation 30 credits	
	Portfolio & Career Planning Max 30 credits		

	WK1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10
Dates	01-Oct	08-Oct	15-Oct	22-Oct	29-Oct	05-Nov	12-Nov	19-Nov	26-Nov	03-Dec	10-Dec	07-Jan	14-Jan	21-Jan	28-Jan	04-Feb	18-Feb	25-Feb	04-Mar	11-Mar	18-Mar	25-Mar	15-Apr	22-Apr	29-Apr	06-May	13-May	20-May	27-May	03-Jun	10-Jun	17-Jun
L4	30 CREDIT Introduction to Fashion Induction- your Ravensbourne 15 CREDIT Fashion Practice in Context											30 CREDIT Introduction to Print & Textiles 7.5 CS Themes in Contemporary Culture											30 CREDIT Introduction to Digital Fashion Technologies 7.5 CREDIT - Themes in Contemporary Culture									
L5	15 CREDIT Industry Brief Denim Innovation OR 15 CREDIT Elective- Sample Finish & Swatch Packs for Fashion 15 Credit Elective-Illustration for Fashion 7.5 CREDIT Big Ideas & Philosophies											15 CREDIT ELECT 30 CREDIT Industry Brief Contemporary Tailoring 7.5 CREDIT Big Ideas & Philosophies											30 CREDIT Placement and International Experience									
L6	30 CREDIT Major Project Concept Research & Prototyping 30 CREDIT Portfolio & Career Planning 30 CREDIT DISSERTATION											30 CREDIT Major Project Development & Realisation Portfolio & Career Planning											GFW GFW GFW EASTER									