

Programme Specification: Fashion Foundation Course

Course record information

Name and level of final award	• Bachelor of Arts with Honours - Fashion Design • Bachelor of Arts with Honours - Fashion Marketing and Promotion The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	• Foundation Certificate (Fdn Cert) - Fashion Foundation Course
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Harrow
Language of delivery and assessment	English
QAA subject benchmarking group(s)	
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	• BA Fashion Marketing and Promotion FT, Full-time, September start - 4 years standard length • BA Fashion Design FT, Full-time, September start - 4 years standard length
Valid for cohorts	From 2026/7

Additional Course Information

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Admissions requirements

There are standard minimum entry requirements for all undergraduate 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/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

This programme is part of a suite of undergraduate courses that form the Foundation Year (Level 3), designed to prepare students for progression onto BA degrees in Fashion Design or Fashion Marketing. Upon successfully completing the Foundation Year, students will be eligible to progress to their chosen course at Levels 4–6.

The primary aim of the Foundation Year is to equip you with the foundational building blocks, skills, knowledge, and confidence necessary for advanced study in your chosen field. Throughout the year, you will have opportunities to develop foundational expertise while collaborating with leading academics who will encourage you to become a confident, innovative, inquisitive, and creative thinker. The course also includes essential study and interpersonal skills such as resilience, negotiation, and teamwork. The programme will introduce the United Nations Sustainability Goals (SDGs) and you will start to learn the impact the fashion industry has on people, the planet and prosperity.

As part of the programme, you will explore each of our fashion courses, helping you evaluate which direction aligns best with your aspirations. Whether your focus is Fashion Design or Fashion Marketing and Promotion, the programme emphasizes transferable skills such as critical feedback, problem-solving, and adaptability to the fast-evolving hybrid and digital environments shaping the fashion industry.

Interdisciplinary learning will be fostered through core modules taken alongside other Art and Design Foundation students. These modules will introduce new working methods, helping you develop skills in research, idea generation, and reflective practice, alongside improving your technical and creative abilities in fashion.

You will also develop competencies for creative production and gain practical experience in solving problems through the application of fashion concepts. Throughout the course, you will build a portfolio of work informed by project-based assignments demonstrating understanding and attributes relevant to your future progression.

The Fashion Foundation serves as a pathway to undergraduate study at Westminster, with the potential for progression to postgraduate levels. You will be introduced to research as both a visual and written practice, with a focus on developing digital skills essential for the contemporary fashion industry.

By the end of the Foundation Year, you will have developed critical competencies such as agility, resilience, and emotional intelligence, as well as the ability to respond effectively to critical feedback and solve problems in dynamic environments. You will strengthen your communication skills and learn how to lead, motivate, and collaborate both within the course and beyond. Additionally, you will gain the confidence to make decisions in fast-changing situations and challenge conventional norms. Working alongside peers from diverse backgrounds and disciplines will further enhance your teamwork skills and ability to approach problems creatively.

The four Fashion modules develop your skills and creative methods and give the opportunity to work within and outside of your chosen discipline. The two Academic skills modules are designed to accelerate your academic and professional development, and will allow you to begin to engage with contemporary debates within fashion, art, design and media. By working with students from a range of backgrounds and disciplines, you will develop important teamwork skills which will enable you to develop innovative creative outcomes and solve problems with confidence. At the core of the Foundation Programme in fashion is a project-based approach to learning that emulates the real-world scenarios and challenges faced in professional practice. In semester one the 3 core modules introduce basic principles, these are Introduction to the Fashion Industry, Fashion Media and Communication and the shared module Introduction to Academic Practice. In semester two Concept to consumer, builds on the foundational introduction, while Critical Thinking for Academic and Professional Development develops the students academic skills. The year culminates with the Fashion Project where the student can focus on their personal choice for an area of study.

Our Foundation Year offers the chance to explore new ideas and open up fresh perspectives on key debates within the fashion industry. The core modules are designed to accelerate your academic and professional development by encouraging collaboration with like-minded students and engaging in discussions on significant themes within your discipline. By working with students from a diverse range of backgrounds and disciplines, you will develop important teamwork skills which will enable you to solve problems with added confidence.

In addition to your academic journey, the course offers opportunities to explore London's rich cultural landscape through field trips, allowing you to connect theoretical learning with real-world experiences. These activities will inspire you to think critically and imaginatively about your subject while developing the skills essential for academic and professional success. The foundation will prepare you to think and create at a further level to ensure you have developed skills in the production of fashion related processes and outcomes. You will have the opportunity to explore all that London offers, including field trips which will allow you to engage with a range of cultural organisations. You will be inspired to think imaginatively and critically about your chosen degree course and across the creative professional disciplines of Fashion.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The Fashion Foundation course is committed to the University of Westminster's employment strategy, with the creative, personal and professional skills taught with authentic assessment to ensure that employability is embedded into the curriculum.

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

What will you be expected to achieve?

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 3 course learning outcomes: upon completion of Level 3 you will be able to:

- CLO.1 Demonstrate a foundational understanding of the processes from ideas to prototyping and product development using multiple creative skills and technology relevant to the Fashion industry (KU PPP)
- CLO.2 Apply key academic research, theories, reading, writing, making, and assessment skills appropriate to the study of fashion (KU GA PPP)
- CLO.3 Evaluate your strengths and weaknesses as a student, working as an individual and as part of a team, in the completion of set tasks and creative outcomes (GA PPP KTS CS)
- CLO.4 Formulate and debate propositions critically, creatively, and ethically, while recognising the global impact of the fashion industry in relation to the United Nations Sustainable Development Goals (KU GA PPP)
- CLO.5 Apply foundational working methods of ideation, concepts, process and development in the context of the Fashion industry. (KU GA)
- CLO.6 Demonstrate a range of employability and study related skills and knowledge for learning in academic and professional contexts. (KU GA PPP KTS)
- CLO.7 Present ideas in verbal, visual and written forms (GA PPP KTS)
- CLO.8 Produce a creative body of work suitable for progression to a BA course. (KU GA PPP CS)

How will you learn?

Learning methods

The foundation year in Fashion is constructed around a clear and rigorous sense of the skills required for success in Higher Education. In keeping with this, innovative and imaginative methods of learning and teaching will engage you and inspire in you a keen sense of the lively and changing nature of your subject. These methods are focused particularly in developing in you a critical self-reflexivity and an awareness of your own learning experience throughout the modules, not just when engaging in summative assessments. A distinctive feature of the degree is that it encourages you to make connections between the various modules and subjects you are engaging with in your foundation year.

Our foundation year has been designed to place supported independent learning at the heart of the curriculum. Our learning environment is structured to enable students to address key issues and themes in their broad discipline in a way that is both relevant and creative. Our active learning sessions are concerned with learning to critically evaluate the skills required for studying Fashion. We provide a learning environment that encourages students to reflect on key concepts, issues and debates beyond the formal classroom environment. We encourage our students to 'own' the classroom and this is reflected in the fact that we have adopted a model of learning which values student partnership and student enquiry as the primary focus on all our modules.

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Equality, diversity, and inclusion

Overview

The Foundation Programme in Fashion is designed to be inclusive and to demonstrate pride in the diversity of our students. It combines established functions of Foundation level study in Fashion disciplines – the preparation of students for creative learning at degree level – with an active policy of inclusion, access, and expansion of opportunity for underrepresented or marginalised learners and groups. We aim to provide for our students access to high-quality learning and transformational personal development opportunities (source: University of Westminster TEF submission, 2023, p.6). Fashion disciplines are involved in examining and challenging representation, voice, equality, and influence across society. The role of creative maker is developed through the Foundation year, including through our Personal Tutoring system, to give our students the skills and understanding to recognise their role and the capacity they can have as practitioners to engage with and produce change, and to create work that reflects the diversity of their perspectives and experiences.

Addressing inequalities

We recognise the rich diversity of our student cohorts, and work to understand and reduce the intersectional factors that create, replicate, and embed inequalities of opportunity and structures of discrimination in access to learning and fostering of creative professional careers. The Foundation year in the Fashion disciplines has a key role in that we must set the standards of opportunity and foster the confidence of our students at this early stage of their university experience.

This begins with our admissions policies and procedures, which are designed to present an ethos of opportunity and inclusion. We typically ask for a small sample of an applicant's creative work (which need not have been produced through prior formal study in Fashion) The sample of creative work aims to identify not only established skills and experience but also potential for creative development, alongside or over-and-above formal qualifications that may reflect a variety of advantages or disadvantages.

We actively engage with decolonisation to include diverse voices, perspectives, cultures, and histories in teaching materials and curricula, aiming to reflect the diversity of our cohorts and challenge the pervasiveness of varieties of discrimination. We support students to develop their creative practice so that it is meaningful to them and to their positionality, aiming to give students agency in determining their individual journey through the programme. Our students come to Westminster from very diverse backgrounds, and this rich cultural heritage enables an atmosphere of mutual learning and support, challenging preconceptions and opening new correspondences and opportunities. Students will learn about other communities as well as find the space to explore their own.

Inclusive learning, teaching and assessment

Our learning and teaching methods are designed to support difference and diversity, with varied modes of delivery in all practical modules, typically with interactive lecture, discussion, research task, practical workshop activity, and tutorials all part of the pattern of delivery in a single teaching day. We recognise and help students to feel confident with varied learning styles and needs, and foster collaboration, while giving agency for self expression. Most practical sessions are

delivered using various methods and offering diverse perspectives for students who are learning together and sharing their own experiences and ideas. Our active learning strategies build confidence in students in responding to open creative tasks from their own positionality and experience, alongside diverse peers. The iterative nature of study in the Foundation Programme in Fashion supports this active, experiential learning, with students learning through doing as a transdisciplinary community of practice.

To support the diversity of learning styles and needs in our students we provide multiple modes of delivery, including audio-visual, tactile, and written materials. We encourage student feedback throughout the course to ensure that their needs and concerns are being met. We also give intensive mentorship and support to students to help them succeed in their studies, tailoring this to meet the diversity and differences in our cohorts, both through academic tutoring in taught sessions and through the Personal Tutoring system.

Assessments in our practical modules are designed to balance across process and practical realisation, using Portfolio formats to ensure that students with diverse learning styles and needs can present their work to best meet the learning outcomes. Structured guidance on how to present their process of learning and practical exploration supports students at this level in representing these activities. Formative feedback through review of work-in-progress, tutorials, together with rubric-based summative assessments allow multiple modes of support for students in understanding how they are addressing and meeting the learning outcomes and assessment criteria and developing as creative practitioners towards degree level study. Practical assignments across modules are designed to engage with current 'real-world' issues and practices in Fashion disciplines, to ensure the assessment requirements are authentic both by design and in the perception of our students.

Diversity and difference

Creative disciplines draw in diverse students and staff members, including those who are neurodiverse or with a range of additional needs. Our programme team is experienced in supporting the unique needs of our students and we are committed to creating learning materials and assessments that are accessible to all students, regardless of their learning style or ability. We work with the disability team to ensure that our assessments and teaching formats are designed to accommodate our diverse student cohorts and monitor the progress and success of our students through the Personal Tutoring system, identifying where intervention is needed at all stages of the programme.

Teaching methods

As many students on the foundation year programme are returning to study after a period of time, the Personal Tutorial System will provide additional opportunities for students to develop or enhance appropriate study skills and to gain the confidence required to make the transition to Higher Education.

A number of innovative and distinct learning environments and experiences are offered to students on foundation year in Media and Design, may include:

Lectures: Lectures involve presentations by academic staff, practice-based professionals, and/or external speakers. Many lectures involve an interactive and/or 'blended learning' element, and we encourage students to participate fully in lectures, either by responding to questions or posing their own questions.

Workshops: Many modules will offer interactive workshops that allow students to explore a topic, theme or subject through their own knowledge and informed analysis of a problem.

Seminars: Seminars are informal teaching/discussion sessions in smaller groups and involve greater interaction with the lecturer and with small peer groups.

Tutorials: In a tutorial students meet with their tutor either individually or as a part of a small group. Tutorials provide an opportunity to discuss problems and issues, providing a pastoral ethos to support learning.

Reading groups: Provide students with the opportunity to respond and interact with a set text or reading. These semi-structured discussions are an excellent opportunity for students to evaluate key ideas, texts and concepts.

Fieldtrips: Students will undertake fieldwork or visit relevant international organisations or research establishments as part of their studies. National, and local galleries and museums will feature prominently.

Creative Workshops: seeing, doing and making. Many modules will offer interactive workshops that allow students to explore a topic, theme or subject through their own knowledge and informed analysis of a problem.

Technical Workshops: will be engaged in all key practice skills areas in state-of-the-art facilities.

Interactive Work reviews: with peers and tutors a constant cycle of feedback and review on presentation of products forms a cornerstone of art and design work research development and realisation of the work.

Guest speakers: from industry professionals in a full range of Fashion fields.

Assessment methods

Our foundation year programme offers a variety of assessment methods that aim to foster creative and critical thinking through an awareness of their chosen subject in Fashion. The course offers a variety of assessment to students in order to nurture as well as assess your academic development. Assessment helps you to demonstrate what you have learned in particular modules and across the range of the foundation year.

Varying assessment activities can help to motivate students with an increasingly diverse range of experiences, learning modes, and competencies. We have adopted a mixture of assessment types to reduce over-assessment and ensure that students develop a broader range of skills for professional success than would be transferred by traditional assessment methods alone.

Our external examiners routinely comment on how successful and innovative our portfolio of course assessments are. We have developed our assessment framework to ensure that Learning Outcomes are 'joined up' to reflect the importance of formative, summative and synoptic approaches. The core modules *Introduction to Academic Practice* and *Critical Thinking for Academic and Professional Success* make use of a Learner Journal to develop, document, and reflect on the key transferable skills required for success and achievement in Higher Education.

In designing the assessment strategy for the foundation year, your course team has sought to ensure a balance between traditional and innovative forms of assessment. We have mapped our assessment on both core and optional modules to ensure a good balance between formative, summative, and synoptic methods.

In this regard, students would typically be exposed to the following forms of assessment:

- Project Work
- Art and design products, artefacts and artworks
- Exhibition and display
- Multimedia productions (video, animation, interactive display)
- Blogs
- Individual Presentations
- Group Presentations
- Critical Reflections
- Learner Journals and logbooks
- Self-assessment
- Peer assessment
- Reports
- Literature reviews
- Posters

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	CLO.1, CLO.2, CLO.3, CLO.4, CLO.5, CLO.6, CLO.8
Literate and effective communicator	CLO.1, CLO.3, CLO.4, CLO.5, CLO.6, CLO.7, CLO.8
Entrepreneurial	CLO.5, CLO.6
Global in outlook and engaged in communities	CLO.1, CLO.4, CLO.6
Socially, ethically and environmentally aware	CLO.1, CLO.4, CLO.8

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 3

Note that all modules in this programme are core and not optional or elective. You will participate in and be assessed on all the listed modules.

A student who successfully progresses to Level 4 in accordance with the University Academic Regulations may be eligible to apply to transfer to other courses with a Foundation pathway. Students wishing to transfer must do so in accordance with the published procedure, and must normally do so only at the end of the Foundation year.

Students must obtain the approval of both the School Foundation Programme Leader and the Course Leader of the proposed course, and advice must be sought from Student Advice and Student Visas on any funding or UKVI implications regarding before completing a transfer.

- Courses which students would be eligible for transfer onto at Level 4:
- BA Fashion Design
- BA Fashion Marketing and Promotion
- Additionally, students may also be eligible to transfer onto BA Fashion Business Management with Professional Experience.

Module Code	Module Title	Status	UK credit	ECTS
3FAMK001W	Concept to Consumer	Core	20	10
3ACHE004W	Critical Thinking for Academic and Professional Development	Core	20	10
3FAMK002W	Fashion Media and Communication	Core	20	10
3FADE002W	Fashion Project	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3FADE001W	Introduction to Fashion	Core	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

Not applicable for level 3 provision.

Course management

Your course is managed through the School of Arts

The Course Leader and the teaching team will meet you in the induction week programme and will help you with enrolment, registration, and orientation to the university, its processes and the culture of higher education. The Course Leader is responsible for development and management of the course.

The course is monitored each year by senior members of the School to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff will consider the outcomes from each Course Committee, evidence of student progression and achievement to evaluate the effectiveness of the course. The Teaching Committee audits this process and the outcomes are reported to the Academic Council of the University, which has overall responsibility for the maintenance of quality and standards in the University.

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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