



### **Master Programme in Fashion and Textile Design with Spec. in Fashion Design or Textile Design**

**Konstnärligt masterprogram i mode- och textildesign med inriktning mot modedesign eller textildesign**

120 credits

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**Ladok Code:** DMAMT

**Version:** 8.1

**Level:** Second cycle

**Approved by:** The Board for Artistic Development 2011-03-23

**Valid from:** Autumn 2011

**Valid for:**

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#### **General Objectives**

Second level education shall essentially build on the knowledge that students acquire in first level education or corresponding knowledge. Second level education shall involve a deepening of knowledge, skills and abilities relative to first level education and, in addition to what applies to first level education, shall

- further develop the students' ability to independently integrate and use knowledge,
- develop the students' ability to deal with complex phenomena, issues and situations, and
- develop the students' potential for professional activities that demand considerable independence or for research and development work.

(The Higher Education Act, Chapter 1, Section 9)

#### **Objectives**

##### **1 Aim**

The master programme in textile- and fashion design aims to further develop and deepen student's skills as textile/fashion designers with respect to artistic, technical, theoretical and reflective abilities. The programme offers in-depth practice based studies in projects developed by the students in a progressing system that starts with the application project and ends with degree work.

Critical reflection is embedded in courses that relate historical design analysis and design theory to a diverse range of applications; from projects that focus on the student's individual abilities to projects carried out in cooperation with companies, institutes and organisations. Thus, the programme enhances individual artistic and technical skills, ultimately aiming at training professional designers that are excellent practitioners of design, or able to go into practice based design research, or both.

Depending on their BA degree in design, students choose area of specialisation (Textile design or Fashion design, with sub-divisionary applications.) Specific challenges and discourses are intrinsically linked to each area of specialisation.

The programme aims at nurturing the student's abilities to identify, strategically handle, and propose solutions to these problems. Critical reflection is an important tool in this, developed through discussions and through presenting problems and solutions to both peers and to representatives of the design community. From having acquired familiarity of the design field at large, students in the programme are trained to evaluate, contextualise and criticise their own work and the works of others.

The programme puts strong emphasis on further developing student's understanding and working knowledge of techniques and design materials specific to textile and fashion design. To further reflect on issues of sustainability is an important part of this. Products developed within the programme range from prototypes to examples of critical design introducing new advanced techniques and materials.

A general goal for the programme is providing a holistic and critical view of the profession in relation to both specific challenges and in relation to a global industry. The programme is aiming at preparing students for a practice in constant change

by providing them with tools that allow them to become actuators of beneficial and sustainable change themselves. A holistic and artistic starting point thus becomes a question of uniting aesthetics, ethics, and economy in an applicable form that can function as a basis for critical reflection on products and production.

The master programme is directed towards deepening with regards to development and reflection. This is grounded in the student shifting focus from the individual design project to a design programme that is exemplified and deepened in various projects, i.e. a thematic, overriding program declaration that supports focusing on design decisions central towards how general design intentions can be manifested in individual design projects. A design programme can, very broadly, point out an ideological direction or, more concretely, introduce new possibilities in materials and/or techniques.

## **2 Learning outcome**

On completing the masters program students are expected to show excellence in design work as well as master textile/fashion design practice both with respect to developing and reflecting and with respect to presenting and discussing. Students are expected to be able to

- *2.1 Design*

Demonstrate excellence in textile- or fashion design with regards to professional and/or experimental work (artistic development/practice based design research.)

To develop knowledge and understanding of design work in relation to basic level training. To develop original ideas and apply them systematically, transform concepts to concrete designs; making them into researchable concepts.

- *2.2 Design Practice*

Develop, and reflect on, design methodology and design process with regards to professional as well as experimental work.

To be able to independently carry out research in new and/or unexplored fields based on design-driven analysis, following given requirements, to develop projects characterised by problem-solving and reflection in relation to products and production. To develop the ability to carry out design work that contributes to design practice at large.

- *2.3 Design Discourse*

Present, analyse and critically discuss one's own design work and the works of others, both with regard to professional and experimental practice with reference to a contemporary development of professional practice and practice based design research.

To be able to lead discussions of design practice and products in general circles, as demonstrated by the ability to communicate intentions of their own work, and the works of others, in seminars, workshops and the like.

- *2.4 Design Aesthetics*

Develop and reflect on composition methods, principles of form, and design expressions as aesthetic foundations for practical design work.

To be able to use and develop one's own design practice and initiate well found approaches to the development of the design practice at large through the usage of novel expressions.

- *2.5 Design Ethics*

Develop and reflect on working processes and design management with reference to cultural contexts and to sustainable development issues as ethical bases for practical design work.

To be able to show the ability to apply a holistic perspective towards complex process related to the interplay between design, production, marketing, and profiling of products and services in relation to the design practice and its societal implications. To be able to argue for and against products and services in ambiguous contexts and/or ethical discourses.

## **Content**

The master programme combines individually planned studies throughout four major design projects with common courses in design methodology and artistic development as well as joint design seminars that run parallel to other courses throughout the entire course of study. The individually planned study plan is based on the student's application project. A series of courses are offered as introduction to workshop and laboratory work. To further develop and deepen the student's understanding and knowledge in textile techniques and materials, individually planned parts of courses are included in the design projects.

The programme is carried out in a multi-disciplinary environment where teachers from a wide range of disciplines gather, complemented by a large number of visiting teachers and external tutors, who provide the programme with specialised competences of various kinds, giving the students opportunity to, already during the course of study, create professional networks. The teaching methodology is strongly focused on tutoring, seminars and workshops. In order to ensure continuity, all students are provided a main tutor who follows them through all design projects. Additionally, all design classes are positioned in a joint framework; introduction, seminars, and exams that gather the whole body of students.

The seminars constitute an important forum for discussion on current projects, and to initiate critical analysis.

Documented reflection in text, images, etc. concerning result and process is a part of all design projects. Through working with both visual form and written reflection, the student deepens his/her knowledge, and his/her possibilities of discussing a given work.

## **Year 1, 60 credits**

### **Aesthetic Theory – Design Methods, 10 credits**

The course aims at deepening the students' theoretical understanding of principles and foundations for systematic design work and to further develop their ability to "design" the design process by applying theoretical principles and foundations in practical work. Main focus of the course is oriented towards learning outcomes 2.2-2.4.

### **Aesthetic Theory – Design Seminars I, 5 credits**

The course aims at introducing the student to research and professional developments in textile- and fashion design. The course is also meant to train students in an open, critical discussion of one's own work and the works of others. Main focus of the course is oriented towards learning outcomes 2.3, 2.5.

### **Artistic Development - advanced level, 7,5 credits**

The course aims at developing the student's individual artistic ability and provide insight in contemporary art and design through the study of contemporary movements. Main focus of the course is oriented towards learning outcome 2.4.

### **Design Project – Specialisation Project, 15 credits**

The course aims at preparing the application project to the master programme; to prepare, develop and decide a design programme starting from the application project that formed the basis of the student's application to the master programme. Main focus of the course is oriented towards learning outcomes 2.1-2.5.

### **Design Project – Advancement Project, 15 credits**

The course aims at deepened training in design work; to advance, and test, a given design programme through a series of design examples, for example in cooperation with textile or fashion companies and/or another organisation, determined by the student's profiling. In the course, the student develops a design project of choice, with focus on development of ideas where care of environmental, technical, market-wise, and ethical aspects is taken. Main focus of the course is oriented towards learning outcomes 2.1-2.5.

### **Optional courses, 7,5 credits**

The student chooses courses together with the program direction. It is possible to study introduction courses in textile techniques: Knitting, Weaving, Color and finishing, Sewing and Textile Materials.

## **Year 2, 60 credits**

### **Aesthetic Theory – Design Seminars II, 7,5 credits**

(See Aesthetic Theory – Design Seminars I, year 1.) The year 2 course includes design history, which aims at deepened reflection on, and critical review of, the student's own work, in so far as this relates to design history in terms of artefacts, people, movement, companies, etc. Main focus of the course is oriented towards learning outcomes 2.3, 2.5.

### **Design Project – Research Project, 15 credits**

The course aims at developing the student's artistic and creative abilities through experimental work in materials, design and function in relation to fashion and textiles. The course also aims at a deepened perspective on design methodology and design concepts through analysis, exploration and testing; to further develop a design programme through experimental design work. Main focus of the course is oriented towards learning outcomes 2.1, 2.5.

### **Design Project – Exam Project, 30 credits**

The course aims at, through seminars and tutoring, preparing the student for the finishing work, which is to show excellence in textile/fashion design with regard to professional and/or experimental practice; to conclude and develop an exam collection for a show/exhibition.

Main focus of the course is oriented towards learning outcomes 2.1-2.5.

### **Optional courses, 7,5 credits**

The student chooses courses together with the program direction.

## **Admission Requirements**

- Bachelor's degree in Design or equivalent.

- Knowledge of English language on par with Swedish Upper Secondary School B.

For further information about English language proficiency, please view: [www.hb.se/wps/portal/engtest](http://www.hb.se/wps/portal/engtest)

An application to the Master Programme should, besides verified merits, contain an application project and a application portfolio.

In the application project, specialisation (textile design or fashion design) should be noted, together with a description of the issues the student wishes to focus on during his/her work within the frame of the design project courses of the programme. A number of applicants will be called to interviews, where the application is discussed with regard to artistic qualities in the portfolio and the direction of the application project.

For programmes leading to an artistic degree at University of Borås, a general assessment takes place of qualifications for basic entry requirements, special entry requirements and selection. Applications to any study programme leading to an artistic degree must include an application portfolio as well as confirmed formal qualifications.

Following review of application portfolios and other documentation, a number of applicants will be called to interview. Here, the applications will be discussed with regard to artistic ability demonstrated and the other qualifications of applicants. An overall assessment of applicants' application portfolios, other qualifications and interviews will take place. Assessment of general entry requirements (with reference to HF, section 7 § 5) will take place within the framework of the overall assessment of application portfolios and other qualifications.

If the general entry requirements for studies on advanced level (master degree) is based on Swedish or international education, practical experience or based on any other circumstance has the condition to assimilate the education (with reference to HF 7, section 28 § 2), decision shall be written registered.

## **Degree**

- Degree of Master of Fine Arts (120 credits) in Fashion and Textile Design - Fashion Design
- Degree of Master of Fine Arts (120 credits) in Fashion and Textile Design - Textile Design

The exam is based on evaluation of design work, oral and visual presentation, and written reflection in accordance with learning outcomes for each course. As opponents in the master programme exam project presentations, primarily professors and senior lecturers from other design schools in the Nordic countries or professional designers within the students' area of specialisation are employed.

Degree certificates are issued upon application on a special form. More information is available at [www.hb.se](http://www.hb.se).

## **Student Influence and Evaluation**

In order to ensure that the programme fulfils its scope and purpose, a structured quality insurance programme has been initiated at the institution. The basis for this is the university's quality policy and other policies regulating the activities of the university. These are complemented by the Swedish School of Textile's own system of mandatory course evaluations and scheduled evaluation meetings with students and responsible staff. In these meetings, courses are evaluated in relation to each other and in the relation to the overriding aims of the programme. Also, programme meetings with students and the programme director are regularly held each month. Students are also represented as elected representatives in the board of the institution. The programme director holds regular as well as informal meetings with the students. These meetings constitute an important forum for quickly identifying problems and to introduce suggestions and ideas from the students in the programme. The programme director is responsible to ensure progression in all courses and to for structuring teaching methods in a programme with a large number of visiting teachers.

## **Miscellaneous**

Parts of the programme may be held at a different location.

This programme syllabus has ref. no. 155-11-510.

The language of instruction is English.