



**APPLICATION FOR ACCREDITATION OF COURSES FOR  
ASSOCIATESHIP OF THE TEXTILE INSTITUTE (ATI)**

**Course/Programme Title:** BA Hons Fashion Buying

**Institution:** University of Anywhere

**Country:** United Kingdom

**Name and address of Department/School/Faculty in which delivery takes place:**

Department of Fashion, University of Anywhere, Upper Cutting, England AB1 2CD

**Name and contact details of person submitting the application:**

Dr B Shears, Programme Leader

**Please begin your application by providing the following information:**

**Name of course/programme:** BA Hons Fashion Buying

**State the specialist textile area that the course focuses on (refer to *Scope* in the appendix):** Fashion

**Mode of study: e.g. full time, part-time, sandwich:** Full time

**Duration:** 3 years full time

**Qualification/s awarded:** BA (Hons)

**Qualification conferred by:**(name of validating body if different from the Institution delivering the course)

**Expected number of students:**

**Year 1:** 45

**Year 2:** 60

**Final year:** 43

**Is there a compulsory placement year?** No

However all students will take part in a fully accredited placement. The period set aside for placement is 10 weeks but there is a 4 week lecture and seminar period leading up to this to allow students enriched learning in the lead up to placement or the opportunity to commence the placement earlier and use on-line resources and support to keep apace with the additional learning. The minimum placement period is 6 weeks. Students are however encouraged to carry on their industry placement during the summer to optimise the experience and build industry credibility into their CVs.

### **List of equipment relevant to the course\***

- 2 x colour spectrophotometers
- One light box
- Free access to Adobe Suite for every student
- Free access to Lectra for every student
- 47 different digital resources including market research tools, consumer profiling and social anthropological analytic tools and market intelligence tools
- Material Connexion Library; a resource that allows students to browse 600 samples of material not only for fashion but for a range of different product areas including 3D printing materials, household product materials, car interior materials, surface materials etc.
- All students have access to the two prototyping rooms we have. One specialises in fashion and the other specialises in all other product areas. Equipment includes sewing machines, digital embroidery machine, laser cutting, 3D printing, digital printing. These resources will be used a lot more as the students enter the final year of study where they will want to experiment with designing and developing their own brands, logo products etc
- We have a Print Shop that students can use to print out special projects and will do this specially in their final year.
- Professional camera equipment is also available if students wish to book high spec items from a central resource  
*\*this might be submitted as an appendix*

### **List of academic staff delivering the course, qualifications and any special expertise\***

- See folder for a range of CVs *\*these can be provided as appendices*

*The list of academic staff should ideally include name; qualifications; specialism; industry experience; number of years teaching experience; a list of the units/modules they will be responsible for and whether they are full time or part time staff.  
This information might be submitted as a table in the appendix.*

### **Accreditation of courses for Associateship of The Textile Institute (ATI)**

A student successfully leaving an accredited course at ATI level should have the attributes outlined below. Please complete the attached table to explain how each of these attributes are covered within the course under scrutiny. You may wish to make reference to: specific learning outcomes within the curriculum; assignments which are set and examined; placement opportunities; visits; expert lectures etc. Where reference is made to any of these factors it is important that you direct the assessors to this information within the curriculum or other information, which you should append.

#### **Attributes expected of an ATI Candidate:**

- **A broad general knowledge of the textile industry**
- **A high level of knowledge in one specialist textile area (see Scope in appendix)**
- **Ability to practice in their chosen field**
- **A high standard of professional competency as could be illustrated through such skills as: effective communication; interpersonal skills; decision making; accountability; problem solving**
- **A commitment to maintain currency of knowledge in their field**

Please use the blank spaces under each year column to explain how and where each of the subjects in the left hand column are covered within the course. You will need to provide direct evidence in the form of unit specifications, prospectus, assignment briefs etc. as necessary. These must be submitted separately or as an appendix to this table.

**A Course Diagram showing the 3 or 4 years of the course would be useful here, showing which units/modules are delivered and when.**

		YEAR 1	YEAR 2	Subsequent years
<b>A broad general knowledge of the textile industry</b>	Provide evidence of where the following outcomes are embedded within the course : an appreciation of the breadth of the whole textile industry - from raw materials to the huge variety of products made from them (i.e. not <i>just</i> the products studied within the course)	<p><b>Unit 1.02 ( &amp; name of unit)</b></p> <p><b>See Unit Descriptors Appendix 2 and Unit briefs, Appendix 3</b></p> <ul style="list-style-type: none"> <li>• Gives an overview of whole industry and roles in the industry</li> <li>• Covers structure of the industry</li> <li>• Introduces fabric identification through shop reporting</li> <li>• Mini projects introduce digital resources LSN and Mintel cover home and beauty</li> <li>• Mini project on garment deconstruction looks at different component parts</li> <li>• Visit to museum to introduce fabrics.</li> </ul>	<p>Unit 2.01 ( &amp; name of unit)</p> <p><b>See Unit Descriptors Appendix 2 &amp; Unit briefs, Appendix 3</b></p> <ul style="list-style-type: none"> <li>• In this unit students work with BA Hons students on other courses in mixed teams</li> <li>• They get to know other roles other than just their own and they research denim trends generally, not just for their own target market.</li> <li>• They research global trends for a range of product areas as part of their macro marketing research.</li> </ul>	<p>Unit 3.02 (&amp; name of unit)</p> <p><b>See Unit Descriptors Appendix 2 &amp; Unit brief, Appendix 3</b></p> <p>Students can elect to focus their projects on a diverse range of product areas rather than just mainstream fashion</p> <p>Unit 3.03 ( &amp; name of unit )</p> <p>As above, students will be able to focus on a broader vision of the textile industry. They will be able to experiment with fabrics and create their own swatches, prints and branding materials.</p>

		<p>Unit 1.03</p> <p><b>Unit brief Appendix 3</b></p> <ul style="list-style-type: none"> <li>• Use of Swatch Books for identification raw material to finished fabric</li> <li>• Fitness for purpose and fabric properties</li> <li>• Students develop own concepts applicable to any product area</li> <li>• Intro/induction into Materials Library- covers all product areas.</li> </ul> <p>Unit 1.04</p> <ul style="list-style-type: none"> <li>• This unit takes the student through the concept to consumer process</li> <li>• See Indicative content in unit spec and <b>Appendix 2</b></li> <li>• In the brief, students are asked to produce a</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 2.04</b></li> <li>• The Material Connexion sessions covers all product areas. The tutor talks about materials generally, their use in the medical context and in other related areas such as product design, car interiors and home furnishings.</li> </ul>	<p>Unit 3.01 Dissertation</p> <p>Again the dissertation can be focused on the wider textile industry. In Ansoff Matrix, they are forced to consider the potential different directions that their brand could take and this could include sub brands, new merchandise categories and new markets.</p>
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		production flow chart from fibre to delivery into stores		
	an understanding of the roles and employment opportunities available after study of the course specialism	<p>Tutorials are embedded into every stage of the course – these involve 121 tutorials with the tutors to discuss progress and career aspirations</p> <p>Live industry Visits are a critical aspect of the student learning and preparedness for industry on this course.</p> <p><b>See Appendix 8</b></p> <p>Unit 1.02</p> <ul style="list-style-type: none"> <li>• See Lecture <b>Appendix 4</b> Industry Roles &amp; Structure</li> <li>• Each unit focuses on a different specialist role within Fashion Buying and Brand Management</li> </ul> <p>See Course Diagram in Course Handbook <b>Appendix 1</b></p> <p>Unit 1.01 Practice in</p>	<p>Tutorials are embedded into every stage of the course – these involve 121 tutorials with the tutors to discuss progress and career aspirations</p> <p>Live industry Visits are a critical aspect of the student learning and preparedness for industry on this course.</p> <p><b>See Appendix 8</b></p> <p>Unit 2.01 <b>See Appendices 2 and 3</b></p> <p>Again students work in mixed teams that replicate industry</p> <p>Unit 2.02</p> <ul style="list-style-type: none"> <li>• Students research different roles</li> <li>• They have find adverts for roles within their field</li> <li>• Students use design</li> </ul>	<p>Tutorials are embedded into every stage of the course – these involve 121 tutorials with the tutors to discuss progress and career aspirations</p> <p>Live industry Visits are a critical aspect of the student learning and preparedness for industry on this course.</p> <p><b>See Appendix 8</b></p> <p>Unit 3.03</p> <p>This unit involves students doing career research, a 5 year career plan and a 10 year career plan as well as produce CVs and personal branding materials</p>

		<p><b>Context</b></p> <ul style="list-style-type: none"> <li>This unit delivered by the Contextual Studies team includes a range of cross disciplinary lectures</li> </ul>	<p>sills to design appropriate CVs- these must reflect their personal brand.</p> <p><b>Unit 2.03 Merchandising</b></p> <ul style="list-style-type: none"> <li>This unit allows students to experience what it is like to act as a consultant and a merchandiser</li> <li>Students experience the role of a Visual Merchandiser- they actually worked in a Mock Shop in the city centre</li> <li>Students also take part in the manufacturing visits during this unit.- <b>see Appendix 6 Manufacturing Worksheets</b></li> </ul> <p><b>Unit 2.04</b></p> <ul style="list-style-type: none"> <li>Students actually go out on an accredited work placement in this</li> </ul>	
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			<p>unit.</p> <ul style="list-style-type: none"> <li>• Prior to this, they are given the option of on-line learning support if their placement starts early.</li> <li>• The fashion theory emphasizes textile knowledge, balanced sourcing, product development and gives a brief intro to computerized lay planning and pattern grading through an introduction to Lectra</li> </ul>	
	<p>recognition of the design/manufacture/business activities taking place both upstream and downstream from the main area of specialism of the course</p>	<p>Unit 1.03</p> <p><b>Appendix 2, 3</b></p> <ul style="list-style-type: none"> <li>• <b>Downstream:</b> Students learn about the very first stages of the forecasting process – colour forecasting, yarn, fabric and finish forecasting which are all necessary pre-requisites to design</li> </ul>	<p>Unit 2.01 Creative Collaboration</p> <ul style="list-style-type: none"> <li>• <b>Downstream</b> from their central role in this unit, students undertake market research to inform the designers</li> <li>• They also undertake trend research and consumer profile research, fabric and</li> </ul>	<p>Unit 3.02</p> <p><b>Downstream:</b> While many of the students will not take up careers in market research specifically, this is the backbone of understanding their target audience which is critical to every element of the industry. They will use, PESTEL analysis, Porter’s 5 Forces, Boston Matrix,</p>

		<p><b>See Appendix 4 Lectures List</b></p> <p><b>Unit1.05</b></p> <p><b>Upstream:</b> Students are introduced to Brand Buying which is about buying the garments after they have been produced</p> <ul style="list-style-type: none"> <li>• Post production stages such as marketing and promotion are covered in this unit <b>See appendix 3</b></li> <li>• Lectures List <b>appendix 4</b></li> </ul>	<p>finish research in the context of denim.</p> <ul style="list-style-type: none"> <li>• <b>Upstream:</b> the students also do range planning, CAD flats and design branding materials for the denim proposals made by the designers</li> </ul> <p><b>Unit 2.03</b></p> <ul style="list-style-type: none"> <li>• <b>Downstream:</b> Students further develop their understanding of fashion maths for merchandising in order that they can accurately forecast quantities, analyse sales reports and make meaningful decisions.</li> <li>• They also experience manufacture through the live factory visits</li> <li>• <b>Upstream:</b> students design visual merchandising</li> </ul>	<p>Ansoff Matrix and other primary and secondary research methodologies to underpin their proposals.</p> <p><b>Unit 3.03 Personal Promotion:</b></p> <p>This unit offers students the opportunity to be designers, print designers, buyers, technicians and promotional practitioners as they design and build then promote their own ranges to fit their identified target market.</p> <p><b>Unit 3.01 Dissertation</b></p> <p>This unit allows students to undertake a very personal area of research and that can be either downstream or upstream of their key focus on the course.</p>
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			<p>proposals as consultants to independent retailers</p> <p><b>Unit 2.04 Industry Practice</b></p> <ul style="list-style-type: none"> <li>• <b>Downstream:</b> Students learn more about the role of the fashion technician, the role of digital lay planning, digital fitting and digital pattern grading using Lectra</li> <li>• They are also had an initial guide to Lectra Kaledo which allows them to simulate knit, print and weave using their colour palettes to create full design proposals.</li> </ul> <p><b>Unit 2.01 Dissertation Preparation</b></p> <ul style="list-style-type: none"> <li>• Students gain a broader insight into the</li> </ul>	
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			<p>fashion context and select an area of specialist study for their final year dissertation.</p> <p><b>See Appendices 2 and 3 for all of the above</b></p>	
<p><b>A high level of knowledge in one specialist textile area (see Scope in appendix)</b></p>	<p>Given the specialist textile area that the course covers (as identified on page 5), show how knowledge of this specialist area is advanced throughout the course.</p>	<p>The specialist field of study is fashion. CAD skills are taught from the outset and developed throughout the course building in incremental learning.</p> <p>All the units are written and designed to build incremental learning in the subject and also to give students a realistic taste for the various career options as follows:</p> <p><b>See Appendices 2 and 3</b></p> <p>Unit C1.01</p> <p>Leads on to C2.01 Dissertation Preparation and then onto C3.01 Dissertation</p> <p>Unit 1.02 Fashion Mapping</p>	<p>See project briefs attached. One specific example of the students building on existing knowledge is in an activity like shop reporting. Application of this primary research technique is advanced through application to different unit briefs and through changing the focus. Students further develop the shop reporting skills they learned in stage 4, they will do it again in Unit 1.04 but this time they will focus their comparative research on a specific product area such as denim, blouses, dresses, casual trousers, jackets etc.</p> <p>Students will use shop reporting with altered</p>	<p>Through the final year units, students develop their knowledge and understanding of the learning outcomes covered in stages 4 and 5.</p> <p>They are required to apply knowledge to a different context and they are asked to question and further experiment with standard methodologies.</p> <p>This year allows them to push boundaries and encourages deeper learning through longer units and larger accreditation blocks.</p>

		<p>The unit introduces all the potential career areas covered on the course. The unit lays the foundations for how the students will use the digital resources available to them. It also introduces basic primary research methodologies such as shop reporting which will be used again in Units 1.04 and 1.05 though with a different focus.</p> <p><b>Unit 1.03 Fashion Forecasting</b></p> <p>This gives students their first experience of forecasting methodologies, which they will use again in the following two units. They develop and refine these skills yet further in level 5 and in level 6 students may opt to specialize in Forecasting as a Major Project Outcome.</p> <p><b>Unit 1.04</b></p> <p>This unit introduces students to the process of buying as an</p>	<p>headings again in Unit 2.03 Merchandising. Again the emphasis will be different and will focus on the independent sector. Students are given more demanding briefs as the course develops. See briefs <b>Appendix 3</b> for the above units</p> <p>Units 2.01, 2.02, 2.03 and 2.04 all build incrementally on Stage 4 units and the learning will be further developed in the context of their own Final Major Projects in stage 6</p>	
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		<p>independent contractor in a boutique chain scenario where the buyer is closely involved in product development– this is the first time that range planning is introduced.</p> <p>Another recurrent theme, sustainability is introduced here and that is again revisited in consequent units in levels 5 and 6.</p> <p>Students are introduced to Fashion Maths stage 1 which will be covered again in level 5 and again in level 6</p> <p><b>Unit 1.05</b></p> <p>This unit allows students to experience a different kind of buying- brand buying where the garments are already developed and the focus for the buyer is more about selecting the appropriate brand mix for the target market. Students study department stores as opposed to boutique chains.</p>		
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		<p>The students develop further diagnostic skills and learn about brand DNA and brand touch points. They are introduced to the promotional mix including the rising importance of social media. This will be further developed in Units 2.01 and 2.03</p> <p>All this knowledge will be developed in Level 5 and then applied to the student's own individual projects in Level 6.</p>		
<b>Ability to practice in their chosen field</b>	<p>Show how students are prepared for the world of work throughout their course. As individual applicants they will have to demonstrate how they have applied their theoretical knowledge in the first few years after graduation. Where in the course will this preparation take place?</p>	<p>The course design aims to introduce the different career opportunities in the fashion industry through all the individual units. <b>Appendix 1</b></p> <p><b>Unit 1.02</b></p> <ul style="list-style-type: none"> <li>• Students are introduced to the different roles within fashion</li> </ul>	<p>Units 2.01, 2.02, 2.03 and 2.04</p> <p><b>See Appendix 2 for Unit Specifications and Appendix 3 Project Briefs</b></p>	<p>Unit 3.03</p> <p><b>See Unit Specification Appendix 2</b></p> <p>This unit asks students to make applications to potential employers and requires participation in mock interviews.</p> <p>Students will be required to participate in a personal presentation and vocal projection workshop to improve their confidence</p>

				and verbal delivery. These exercises are designed to make the students very employable.
<b>A high standard of professional competency</b>	Where and how are the following skills developed throughout the course:	See Learning Outcomes in Unit Specifications and Project Briefs <b>Appendix 2 and appendix 3</b>		

	Communication	<p>The following communication methodologies are embedded throughout the course on all units as appropriate to the Learning Outcomes:</p> <p>Presentations</p> <p>Pitches</p> <p>Writing skills</p> <p>Visual Communication CAD skills are embedded in every unit</p>	<p>Film CV is introduced in stage 5 in Unit 2.02</p> <p>Personal Branding is also a key feature and each assessment element must be consistent with the personal brand.</p> <p>Mock Interviews allow students to practice their interview skills in front of a fashion industry professional.</p> <p>In Unit 2.01 students do industry pitches to high level industry professionals as this is a live industry brief set by the New York denim corporation VF.</p>	<p>Final Major Project Proposal Pitches and presentations</p> <p>Market Research Report writing skills.</p> <p>Visual communication skills will be further improved with effective use of info-graphics encouraged to exemplify market research findings.</p>
	Interpersonal skills	Mini Projects and Group Projects	<p>Creative Collaboration Group work</p> <p>Team working is also prevalent in mini projects in all the briefs</p>	Mock interviews

			<b>See Appendix 3 Unit Briefs</b>	
	Decision making	Project Choices in every unit Range Planning Assortment Planning Pricing Architecture Factory Selection	In the Creative Collaboration unit students act as brand consultants to the designers. They also guide them as to an appropriate balanced range and advise on the pricing architecture for the brand.  Decision making also comes into Unit 2.04 Industry Practice as students have to make a decision on where to undertake their accredited work placement	Students are helped to become more independent autonomous learners during this year so they have to make key decisions on their final major project direction.  They have to select a project that allows them to best showcase their skillset.
	Accountability	Sustainable sourcing Social sustainability Environmental sustainability Margin awareness and profitability are embedded through the Fashion Maths	This is developed in Unit Creative Collaboration again as students have to be accountable to the rest of the team in group working but they also have to be accountable for the decisions that they make on behalf of the group regarding the range and the brand direction.	Students have to take responsibility for their final major project development and in particular their time management of the whole project.
	Problem solving	Unit Maths 1 Factory Selection	Unit Maths 2 is a development from Maths 1 in Level 4. This	As part of the career planning in Major Project Outcome, students will be given the opportunity to do

			is taught again during unit 2.03	further fashion merchandising maths.  They will have to design their own critical paths, their own sustainability codes of conduct, range plans, pricing architecture, branding and promotional mechanisms.
	Other specific skills	Adobe Photoshop & Illustrator, Intro to Indesign	Introduction to Lectra Modaris and Kaledo	Lectra Kaledo will be offered to allow the students to act as buyers putting together a fully coordinated conceot and range proposal involving injecting their pantones into knit, print and weave designs
<b>A commitment to maintain currency of knowledge in their field</b>	Provide evidence of where activities <u>similar</u> to those listed below will be encouraged and fostered within students: <ul style="list-style-type: none"> <li>to undertake further reading,</li> <li>subscribe to appropriate</li> </ul>	Reading Lists are provided for every unit including recommendations for further reading  Digital Resources subscriptions support student learning throughout the degree. They will graduate with a full understanding of the value that this kind of market and	As is Level 4  Work Placement is also critical to building breadth of experience but also engendering further curiosity about the subject.	As students will take more ownership of their own learning, they will be ready for the world of work ahead of them.  They will be aware of the digital resources that can help them enrich their

	<p>magazines &amp; journals,</p> <ul style="list-style-type: none"> <li>• attend guest lectures,</li> <li>• undertake extra-curricular courses,</li> <li>• visit exhibitions</li> <li>• etc.</li> </ul>	<p>analytical information provides. Students are encouraged to subscribe to Drapers on-line themselves as they get a reduced rate.</p> <p>Guest lectures are integrated into the course throughout but usually at the outset of the unit briefs to capture their interest and allow them to experience current industry practitioners in that field. Guest Lectures in stage 4 can be seen in the appendix 4.</p>		<p>projects and secure jobs such as Fashion Monitor.</p>
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## *Appendix 1*

Fashion and the design, manufacture and distribution of clothing and footwear are at the heart of the textile industry and should be considered as implicitly embedded wherever the term ‘textiles’ is used below.

### **Scope**

The Textile Institute’s scope extends to all those who contribute to the textile supply chain\* through one or more of the following skills / knowledge areas:

<b>Creative</b>	Design and development
<b>Scientific / Technical</b>	Production/manufacture; colouration and finishing
<b>Business</b>	Management; marketing; buying; logistics; retail; communication; sourcing and merchandising.
<b>Education, research/innovation</b>	post-16; undergraduate and postgraduate levels; research and development

\*The textile supply chain in this respect includes (but is not limited to) the following product types:

Textile fibres and filaments	Costume	Footwear
Membranes	Fashion products	Millinery
Yarns	Fashion accessories	
Woven fabrics	Household textiles	
Knitted fabrics	Floorcoverings made from textile materials	
Nonwoven materials	Upholstery	
Technical textiles	Craft Materials	
Clothing	Components	
Leather		