

*Інновації у підготовці фахівців для текстильної та
фешн індустрій*

UDC 377

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**THE INNOVATION IN TRAINING FOR THE
TEXTILE AND FASHION INDUSTRY**

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An exploratory case study of the transition into Fashion and Textiles Higher Education (HE) at Birmingham City University (BCU).

The Foundation Fashion and Textiles programme was designed to have a powerful impact on students to develop core skills and entry requirements necessary to make the transition into HE.

All students deserve a quality education regardless of their background and should be challenged to evolve and develop as independent learners. Through our impactful teaching approach and mentoring of others, the Fashion and Textiles Foundation course at Birmingham City University encourages students to be individuals. We tailor the specific learning needs of each student so that they can be appropriately supported and challenged academically, as aligned with BCU 2025 strategy:

“Our students join us from a diverse range of backgrounds and circumstances. We draw strength from that breadth of experiences and motivations, and we are proud that our university is an engine of personal transformation. We commit to delivering a student experience that enables our students to develop as individuals while they master their disciplines.” Birmingham City University (2021:4).

Each module was designed to offer students with interest in both creative and business practices an opportunity to develop skills, suiting their chosen pathway providing new approaches to diversify their skillset. This approach provided the students an opportunity to produce exciting outcomes, whilst learning skills to underpin their progression onto a range of fashion/textile design or fashion branding/promotion degrees.

The challenge was to differentiate the module content to ensure applicability for diverse entry-level skills and experiences, i.e., catering for mature students with little practical art/design knowledge versus students with English learning needs. Achieved by comparing candidate profiles, researching the content of other Foundation course structures, seeking input from degree lecturers to determine typical learning gaps, utilising these resources to develop the criteria and proven best practices, thus impacting the success rate of students from these diverse routes into Higher Education.

The evidence of the sustained success of the course can be illustrated through the outputs of our diverse student cohort through live projects, successful progression, and the success of our graduating Alumni students.



References

1. Birmingham City University (2021) “BCU Strategy 2025” [pdf] Birmingham: Birmingham City University. Available at: <https://www.bcu.ac.uk/about-us/bcu-2025> Accessed: 7.10.22