



Program Report

Program Name: Bachelor Program Textile product development and entrepreneurship	Ladok Code: TGDEP
Extension: 180 Credits	Admission round 2018
Program Coordinator: Ahsan Shafiq	

Contents and input

This programme report, based on "Riktlinjer för löpande utvärderingar av kurser och utbildningsprogram vid Högskolan i Borås", Dnr 589-17, compiled by the programme coordinator is based on available course reports, Programme council meeting notes and study performance statistics.

Analysis of:

Student Authority and Involvement

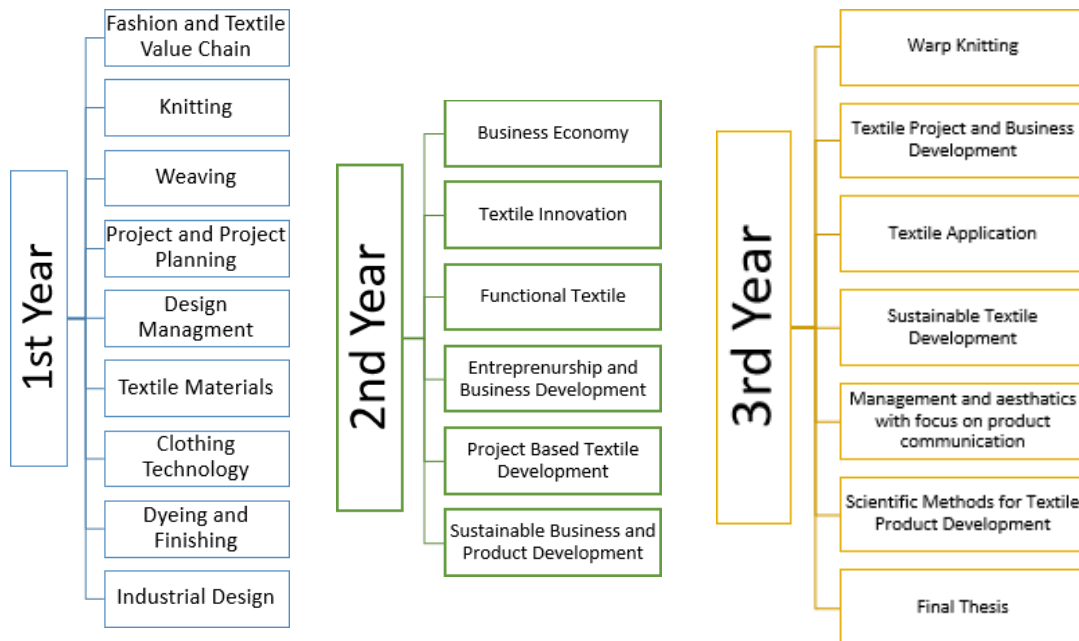
Students at Bachelor level textile product development and entrepreneurship are involved and considered as a responsible component for the development and progression of the three years program. All students are thoroughly informed about their authority and also introduced them with student union at the start of their study program. Each semester is followed by a program meeting through which the feedback has been received for all courses. To make this routine more effective for the development of the program, the class representatives, teacher representatives and representatives from business are board member of all program meeting. The class representative feedback has been taken as a benchmark for further developments and improvements of the program. The education study plan is designed to achieve a step-by-step and progressive responsibility among students, which also increases their entrepreneurial capacity.

Content, Forms of Teaching, Examinations and Progression

The three-year program covers mainly entrepreneurship, product development, textile technology and sustainability in textile area. However, these elements are further transformed and integrated into the courses with progressive approach from basic to advanced level.

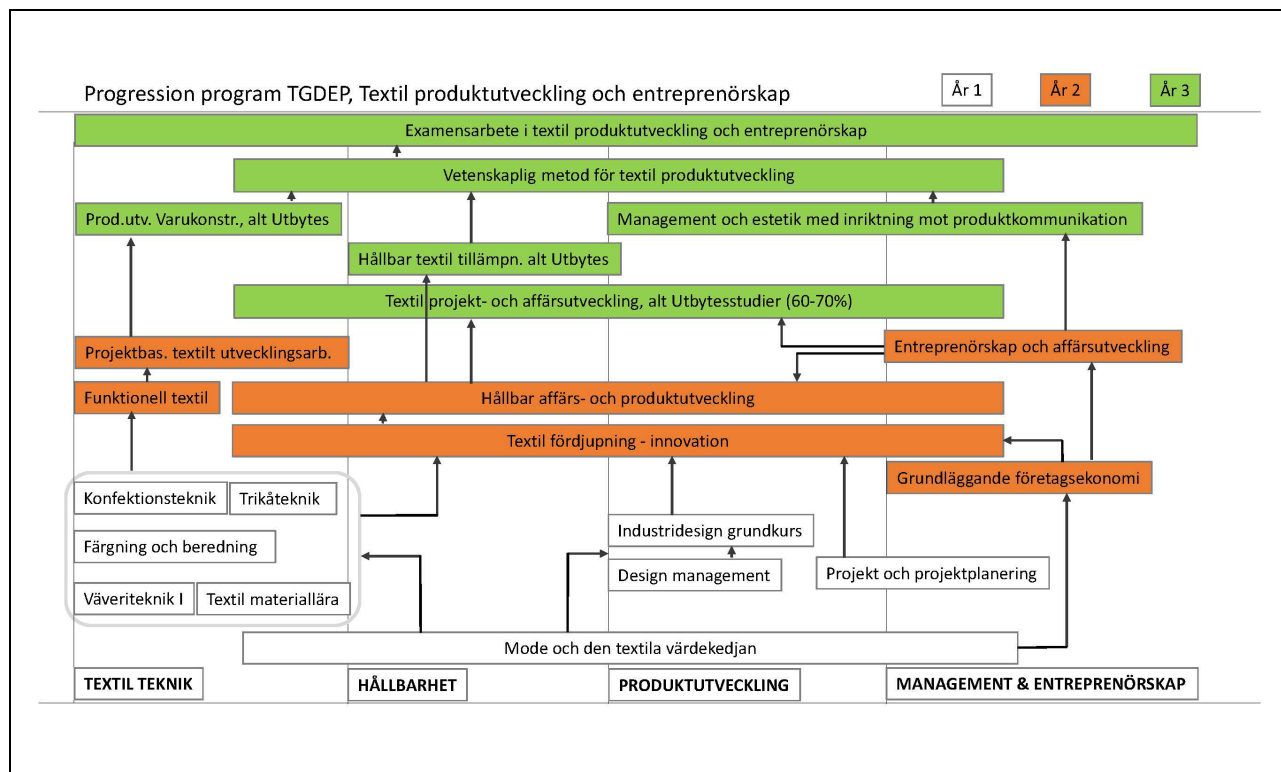
1st Year of Education provides basic courses in textile technology to create a strong foundation for students to understand textile processes and overall general understanding of value chain management. Sustainability is a key initiative to be integrated from first course and follow on by distributing relevant contents for each basic courses. At first year of studies, program students learn both mix of technology and management aspects along with design management to create a toolbox to be used for next level of education. Teachers at first level concentrate on relevant pedagogical ways to educate program students. Diversified forms of teaching which includes lectures, seminars, workshops and laboratory work is included to create a conceptual understanding of textile processes to develop product and also to understand the management of business models. Examinations are designed not only to evaluate the learning outcome from

each course but also as a resource for additional learning. For example, log books, group presentations in Swedish as well in English, individual written examination and group assignments. Group work also enables program students to develop as a team and work with more collaborative way.



2nd year of Education enables program students to apply the basic knowledge gained from 1st year and the courses are designed as a project based. The aim of second year education is for students to work in groups to develop textile products for several end uses, business models with sustainable conceptual framework and individual handling of product development tasks. Most of the courses at second year use English language as a medium which provide opportunities to program students to learn how to communicate with supply chain partners in future. The pedagogical method use at second year is mostly hand on learning through which the program students learn by developing a physical textile product. For 2018 batch, due to COVID-19 there was some limitations but the feedback received from program meeting reflected that students are satisfied with the alternate education model offered from each course. At second year of education, students use advance level of sustainable aspects to apply in each course. Cross sectional approach is also applied at second year of education through which the program students work with other program students in groups to develop sustainable business model and product development.

3rd year of Education offers student to opt for study abroad through exchange program. Swedish school of textiles has collaborations with Hong Kong, Taiwan, South Korea, Australia, Brazil etc to offer opportunity for third year students to learn textile education from other countries as well. This is optional for the program students so there are some students who do not go abroad and opt for advanced courses at school. The third year education challenges students to critically analyse the textile product development and business development aspects and prepare students to develop framework for their final thesis.



Links to Research

Research is considered as a key to development and innovation for program and thus integrated in all courses. The course managers intend to design the course contents to include research as an integral part of learning outcome. PHD students, internal and external researchers are invited as a guest lecturer in several courses to link the education with a research feedback. Program students are offered opportunities at all three-year levels to work with companies and provide solutions to their requirements. These different pedagogical methods provide a good relationship of students with textile industry. Sustainable development in the textile and fashion industry encourages students to research alternative product development methods and business strategies to excel and create a good positioning in the labour market.

Resources

Future sustainable textile product development entails a need for a number of resources to develop the knowledge needed to meet requirements. The value chain for textiles and clothing requires several IT-based knowledge of software for optimization of several design development methods and techniques in the field. To achieve the learning objectives, the courses are designed to educate students in the most important software requirements in the textile and fashion value chain. CAD programs with a specific purpose for design are introduced already during the first year of education. Students learn Adobe design software along with software for various product development techniques to ensure learning objectives for product development and innovation. However, there is still more room to introduce more IT-based software in the education and more students in the program evaluation also addressed the need to learn more software in response to how the education could be improved.

Below mentioned laboratories are frequently used for the development of assignments and group projects:

- Data Lab
- Spinning Lab
- Knitting Lab
- Weaving Lab
- Color, print and finishing Lab
- Stitching Lab
- Textile material testing Lab
- Media Lab

Future recommendations are that electronic lab, retail lab, full body scanner, 3D lab could be used to introduce more challenging and innovative opportunities for students. Collaboration with Do Tank is important to improve students' learning regarding sustainable product development technology.

During COVID-19, course managers intend to include digital tools as resources for the program students to reflect learning outcomes. Those tools add more to the education in terms of digitalization. Some of the tools such as clo 3D could be carry forward as well for the development of the program.

Utility and Readiness for Professions

The education leads to a significant knowledge and skill to influence and develop working life in an innovative way. Sustainability runs like a common thread through education.

The education is designed to balance textile product development and entrepreneurship to enable students to get work in their subject area. Alumni from the education working in different textile areas are also responsible for performing a number of different tasks.

One strength is the program's scope with a broad knowledge base and with a profile that is unique. It is characterized by the fact that it provides a good understanding of the entire process, from the design idea, across the production line, to the entrepreneur-focused marketing and sales. Overall, the education provides a good knowledge base with theory and practice. Within the education, there is also an opportunity for the students to work out physical prototypes themselves.

Miscellaneous

Program Batch 2018 is partially suffered due to COVID-19 limitations but students felt they gained the best possible knowledge and achieve program goals. Students also appreciated the course managers to offer the best possible alternate methods of teaching to compensate the COVID-19 situation.

Prospective Alteration Initiatives

The program manager is intend to continuously develop the curriculum based on future requirements. New programs are undergoing development at Swedish school of textiles and currently program manager along with assigned working groups are working to revise program curriculum to keep the program relevant to program goals and minimize duplication among programs. However, none of the changes to the program plan has initiated.

Based on the findings during Program Audits, there is an on-going development to increase the level of scientific approach and academic writing for the final thesis subject.