



Program Report

Program Name: Bachelor Program Textile product development and entrepreneurship	Ladok Code: TGDEP
Extension: 180 Credits	Admission round 2019
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 program 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 individual and equal component for the development and progression of the three years education program. All students are pre-informed about their authority during orientation days. The introduction to the key student support is thoroughly shared with students by program management and student union.

To provide an opportunity to students to influence the education for developments, each semester is being followed by program meeting through which the feedback is collected from the class representatives of each year. To make this routine more effective for the development of the program, the class representatives, teacher representatives and representatives from business are jointly invited as board members for all program meetings. The class representative feedback has been taken as a benchmark for future developments and improvements in the program. However, corrective action to an immediate change can also be taken to facilitate on-going study plan.

The education study plan is designed to achieve a systematic and progressive responsibility among students, which also increases their entrepreneurial capacity. Course evaluation is a mandatory requirement for each course to collect student feedback and develop the course for next year accordingly. Through which students has an opportunity to provide their individual feedback to the course managers.

For the batch 2019, a relatively low response rate has been observed from the course evaluations but the feedback through class representatives was collected for all courses included in education plan.

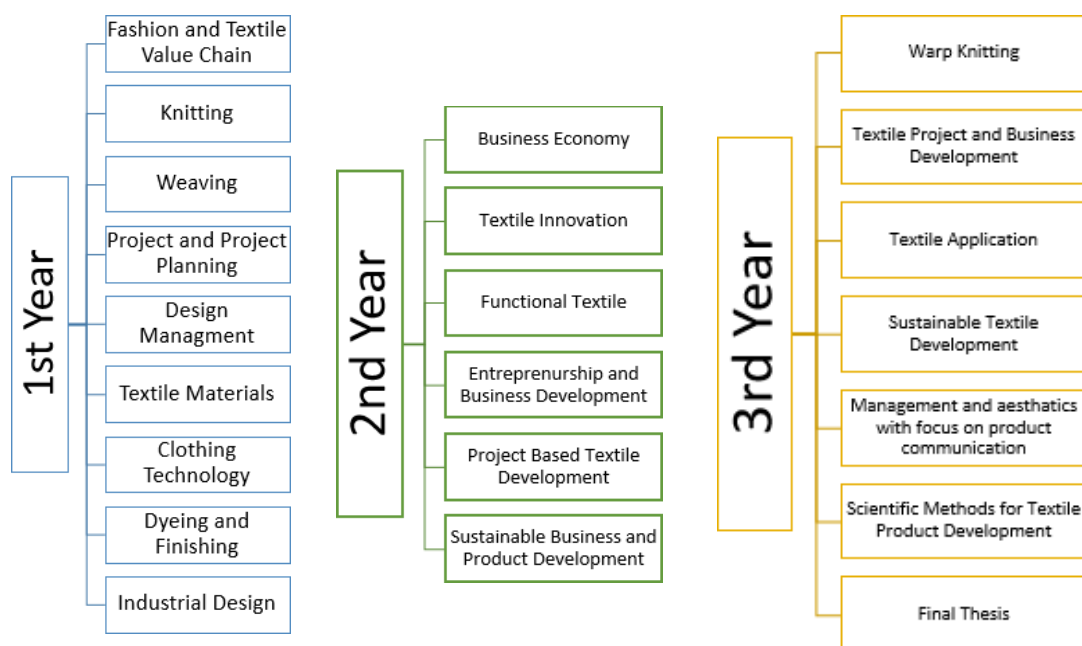
Content, Forms of Teaching, Examinations and Progression

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 level to project based and aimed 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 leaning. 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.

HT2019 & VT2020 Feedback:

The overall class reflected a positive and good start to the program in relation to general and basic education on entire and each part of the textile value chain management. At course level, the students appreciated the start with a clear aim to develop academic writing as an essential part and continuous learning objective for the education plan. However, there was a reflection to develop courses with more structured way so students has clearer information from the beginning of the courses. Students also support the mix teaching methodology spread in 1st year courses through videos, literature, hands on lab work. The feedback from the students was to move one of the parallel lab courses has been addressed by the program management and director of studies. Spring 2020 semester has been highly effected by COVID-19 and students missed multiple opportunities to learn by doing. Since, the limitation was to keep the courses digitally, students support the alternate education plan and appreciated the support provided by the course teacher to accommodate the immediate change of education mode.



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 plan is to supervise students to work in groups to develop textile products for various textile applications, 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 hands on learning through which the program students learn by developing a physical textile product more often. For 2019 batch, due to COVID-19 there was a big challenge to organize lab courses 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.

HT2020 & VT2021 Feedback:

Pandemic has majorly effected the 2nd year for batch 2019 through which students significantly missed frequent visits to the labs to complete the project task. Due to the lab limitations, a smaller and fewer lab visits were allowed. However, students appreciated the program and course management to provide the best available learning alternates and that helped the students to gain and reach to program and course goals significantly. Course management level feedback was received and addressed accordingly. No major changes to the program plan was been carried out due to uncertainty during COVID-19. This was also been confirmed by the student's feedback that course sequence has supported them to apply pre-gained knowledge from 1st year studies to 2nd year courses.

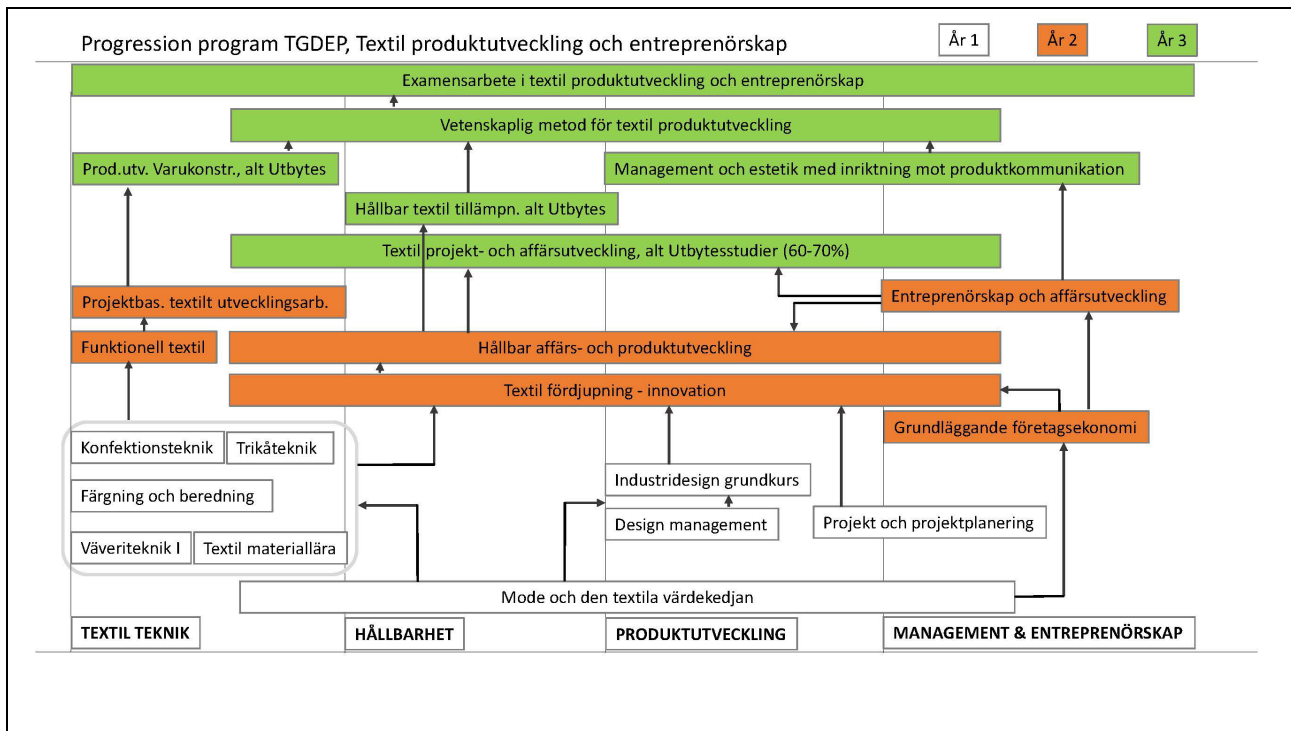
3rd year of Education offers student to opt for study abroad through exchange program. Swedish school of textiles has collaborations with Hong Kong, Taiwan, South Korea, Australia, Brazil etc to offer opportunity for third year students to learn textile education from other countries as well. This is 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.

Students are intend to practice more of academic reporting and literature reviews during 3rd year courses which support significantly to the quality of their final thesis.

HT2021 & VT2022 Feedback:

The 3rd year was partially effected by COVID-19 but students could get opportunity for campus learning. As per the feedback from program meeting, the courses offered during P1 & P2 are intensive in terms of workload and need to be reviewed for replacement. The suggestion is under-going review and will be taken in to consideration accordingly.

The program evaluation through survey was taken after completion of all courses to collect individual student feedback for the entire program. Although less responses were collected and results can be found from annexure.



Links to Research

Research is considered as a key element of development and innovation for program and thus integrated in all courses across all three years. 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 always invited as guest speakers for several courses to link the education with a researcher feedback.

Program students are offered opportunities during academic years to work with companies and provide solutions to their requirements. These different pedagogical methods provide a good relationship for students to create 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 utilized for completion of individual 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 chloe 3D could be carry forward as well for the development of the program. As per the feedback from program meetings, business representatives suggested product life cycle analysis tools to be introduced in education to address industry requirement.

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 2019 was majorly effected by COVID-19 limitations but students felt that they gained the required knowledge and certainly achieve program goals. Students also appreciated the course managers to offer the best possible alternative 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, a joint institutional working group will be responsible to suggest future developments in relation to the program goals will be commencing the task from autumn 2022.

Based on the findings during Program quality Audits, there is an on-going development to increase the level of scientific approach and academic writing through several courses in all academic years.

Utbildningsmål och kurser

	Grundläggande företagsekonomi 7,5 hp	Grundläggande värdekedjan 7,5 hp	Grundläggande affärsmannaskap längs den textila värdekedjan 7,5 hp	Design Management 3 hp	Väveriteknik I, 7,5 hp	Konfektionsteknik 7,5 hp	Industridesign, grundkurs 7,5 hp	Textil materiallära - grundkurs 7,5 hp	Färgning och beredning 7,5 hp	Projekt och projektplanering 4,5 hp	Triksåteknik 7,5 hp	Textil fördjupning- innovation 15 hp	Funktionell textil 7,5 hp	Hållbar affärs och produktutveckling 7,5 hp	Entreprenörskap och affärsutveckling 7,5 hp	Textil projekt- och affärsutveckling, 15 hp	Projektbaserat textilt utvecklingsarbete 15 hp	Hållbar affärs och produktutveckling 7,5 hp	Management och estetik med inriktning mot marknadskommunikation 7,5 hp	Vetenskaplig metod inom textiltknologi, kandidatnivå 7,5 hp	Hållbar textil utveckling 4,5 hp	Textil tillämpning 7,5 hp	Examensarbete i textil produktutveckling 30 hp
1. Kunskap och förståelse																							
1.1 kunna redogöra för den textila värdekedjan		X	X	X	X	X	X	X	X	X	X	X	X			X	X				X	X	X
1.2 kunna tolka och analysera behov och möjligheter inom det textila området samt omvandla dessa till affärsmöjligheter		X	X	X	X			X	X		X	X	X		X	X					X		X
1.3 kunna visa förståelse för grundläggande ekonomiska, estetiska sammanhang inom textilbranschen	X	X	X			X	X					X			X	X					X		X
1.4 kunna visa förståelse för grundläggande etiska sammanhang med fokus på ansvarsfullt företagande i relation till produkt, företag och samhälle (CSR)		X		X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X
2. Färdighet och förmåga																							
2.1 på ett professionellt sätt kunna kommunicera textila affärsidéer och		X										X	X	X	X	X	X	X	X	X			X
2.2 kunna hantera processer i produkt- och affärsidéutveckling inom det textila området		X					X			X		X	X	X	X	X	X	X			X	X	X
2.3 självständigt kunna utveckla produkt- och affärsidéer inom det textila området							X					X	X	X	X	X	X	X			X		X

	Grundläggande företagsekonomi 7,5 hp	Design Management 3 hp	Väveriteknik 1, 7,5 hp	Konfektionsteknik 7,5 hp	Industridesign, grundkurs 7,5 hp	Textil materiallära- grundkurs 7,5 hp	Färgning och beredning 7,5 hp	Projekt och projektplanering 4,5 hp	Triktäknik 7,5 hp	Textil fördjupning- innovation 15 hp	Funktionell textil 7,5 hp	Entreprenörskap och affärsutveckling 7,5 hp	Hållbar affärs och produktutveckling 7,5 hp	Projektbaserat textilt utvecklingsarbete 15 hp	Textil projekt- och affärsutveckling, 15 hp	Management och estetik med inriktning mot marknadskommunikation 7,5 hp	Triktäknik varprikä 3 hp	Vetenskaplig metod för textil produktanalys 7,5 hp	Hållbar textil utveckling 4,5 hp	Textil tillämpning 7,5 hp	Examensarbete i textil produktutveckling 30 hp
2.4 självständigt kunna driva entreprenörprojekt med textil inriktning	X							X		X	X	X	X	X	X		X			X	X
2.5 förstå och tillämpa samspelet i den textila värdekedjan samt den textila produktutvecklingsprocessen		X								X	X	X	X	X	X		X			X	X
2.6 förstå och tillämpa den textila produktutvecklingsprocessen			X	X	X	X	X		X	X	X	X	X	X	X		X				X
2.7 självständigt eller i grupp driva utvecklingsprojekt och kommunicera med intressenter								X		X	X	X	X	X	X	X	X	X	X	X	X
2.8 ha fördjupade ekonomiska kunskaper rörande entreprenörskap	X									X		X			X						X
2.9 ha kunskaper om hållbar utveckling dvs. hur miljöaspekter påverkar produkt, företag och samhälle		X	X	X	X	X	X		X	X	X	X	X	X	X				X		X
2.10 självständigt kunna genomföra en vetenskaplig empirisk undersökning						X	X			X				X	X	X		X		X	X
3. Värderingsförmåga och förhållningssätt																					
3.1 kunna visa förståelse för samspelet mellan aktörerna och marknaden inom det textila området	X	X								X	X	X	X	X	X	X	X		X		X
3.2 kunna visa förståelse för den textila produktutvecklingsprocessen utifrån ett globalt perspektiv och kulturell kontext		X	X	X	X	X	X		X	X			X	X	X				X	X	X
3.3 visa ett förhållningssätt som möjliggör framtida projektsamarbeten med intressenter i den textila värdekedjan		X								X		X	X	X	X			X		X	X

Programstatistik: Genomströmning för program

Programnamn: **Textil produktutveckling och entreprenörskap**

Programkod: **TGDEP**

Programtillfälle: **92104 | 2019-09-02 - 2022-06-05**

Planerat antal: **33**

Statistik uttagen: **Textil produktutveckling**

Statistik uttagen av: **SAAS**

Period	Period i ordning	Registrerade	Endast omregistrerade	Tillkommande, byte	Tillkommande, senare del	Uppehåll	Avbrott	Bortfall	Avgående, byte	Avklarad	Examen
HT2019	1	35	0	3	0	1	4	0	0	0	0 (0)
VT2020	2	29	0	0	0	1	0	2	0	0	0 (0)
HT2020	3	27	1	0	0	1	0	4	0	0	0 (0)
VT2021	4	27	0	0	0	0	0	5	0	0	0 (0)
HT2021	5	28	0	0	0	0	0	4	0	0	0 (0)
VT2022	6	27	1	0	0	0	0	4	0	0	0 (0)
HT2022	-	0	1	0	0	0	0	31	0	0	6 (6)