

Program Report

Program Name: Bachelor Program Textile product development and entrepreneurship	Ladok Code: TGDEP
Extension: 180 Credits	Admission round 2020
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 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. During the program introduction, students are informed about their rights as a student and their responsibility for the development of the good education environment around them.

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 2020, a relatively reasonable response rate has been observed from the course evaluations but the feedback through class representatives was collected for all courses included in education plan. 10 out of 28 students have responded the program evaluation and provide the feedback to support program report.

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 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.

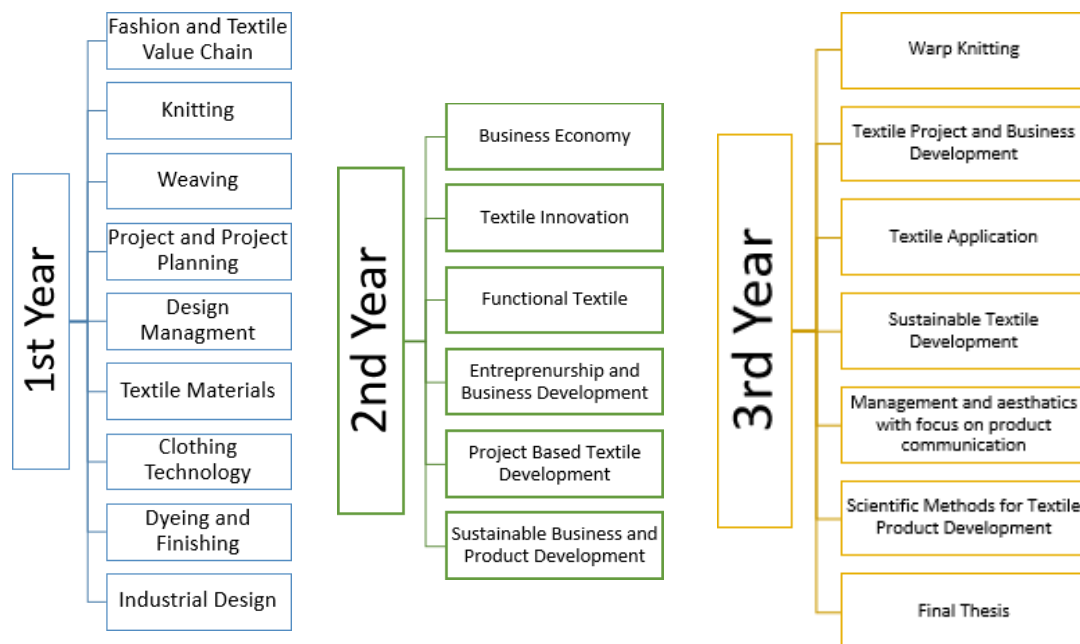
HT2020 & VT2021 Feedback:

The introduction of batch 2020 was the last effected by COVID thus the students wished to have more interactive introduction activities so the students can mingle around and understand each other from the start of their education. However, they appreciated the intensity of first course “Fashion and textile value chain” and suggested not to plan two heavy courses at the start of the program. Knitting runs parallel to fashion and textile value chain which is suggested to swap with textile material course to create more smooth start of the program.

“Weaving” course during P2 was partially effected by COVID so students felt a bit disengaged when they had to learn the technique through videos. However, there are no comments about project planning and design management courses during P2 and students felt those all right as the placement and intensity is concerned.

VT2021 started with “Textile material” course which has been admired by the students as the teacher had a close communication with the class which created a good understanding from the start of the course. However, “konfektionsteknik” course parallel to textile material felt as interesting and heavy at the same time and some of the students from the batch 2020 felt this course well placed but some felt confusing to have material course with garment technology course thus a good sequence of basic courses along with their intensity of workload can be reviewed as a development.

Students apricated “Färgning och bredning” course as the teacher efficiently and effectively utilize the learning platform ping pong and made it easy for all students. “industridesign grundkurs” considered as good and fun course which also provide them an opportunity to come to the campus and do the group work together.



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. 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.

HT2021 & VT2022 Feedback:

2nd year education started with “Grundläggande företagsekonomi” which is different from other courses from 1st year due to subject area but at the same time was very important course for the entrepreneurship part of the education. The students given the feedback to review the resources in this courses to make it a well-structured course for the next years. “Textil fördjupning och innovation” is a project based course aimed to comprehensively cover the pre-learning from basic courses of 1st year both in textile technique and entrepreneurship. The students felt that course was of high value and made clear sense to its placement in program sequence. The course is co-read with exchange students which is a good resource and added value at the same time challenging if exchange students were not wisely assigned in groups.

“Funktionell textil” was very much appreciated by the students as well structured and much informative course which added a high value of content for the students learning.

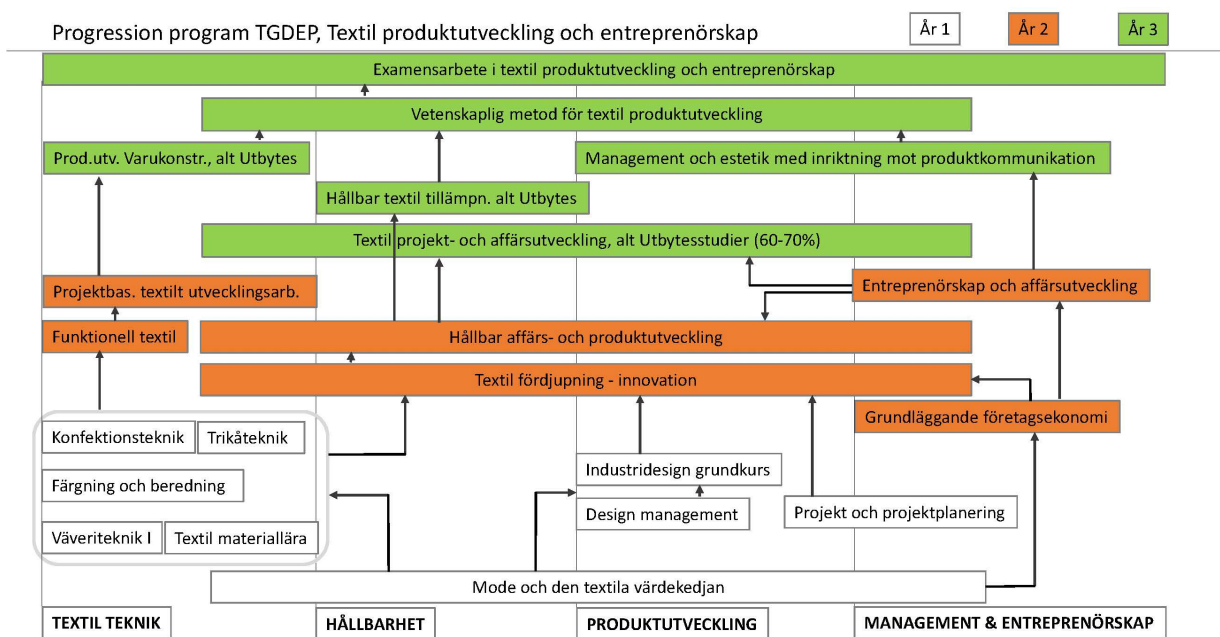
3rd year of Education offers student to opt for study abroad through exchange program. Swedish school of textiles has collaborations with Hong Kong, Taiwan, South Korea, Australia, Brazil etc to offer opportunity for third year students to learn textile education from other countries as well. This is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

HT2022 & VT2023 Feedback:

HT2022 continued education with “Triksåteknik Varptrikå” which students appreciated to have another technical course to learn advance knitting technique. Specifically, students visited the couple of factories during the course to understand how they run their business and what are the key strategical setup they have. During the same time almost half of the class is on exchange program. “Textil projekt och affärsutveckling” is 15hp project-based course which is aimed to be progression to Textile innovation from 2nd year. Students considered this course as very important and denim was the theme for the course during HT2020 and as per the feedback this was a bit more limited to work with. “Textil Tillämpning” considered as a fast but yet very clear and structured course which provoked them to learn sharply. “Hållbar textil utveckling” is aimed to be based on seminars which students appreciated a lot and to prepare students for more reading. The course helped them to already start the practice for reading articles and reflect upon for their final thesis preparation.

VT2023 started with “Management och estetik med inriktning mot produktkommunikation” which is considered as very creative course which provided a good learning outcome for the entire class. The course is mainly focus on graphical design as area from business development perspective. “vetenskaplig metod inom textilteknologi” parallel to management and esthetic course was felt a bit unstructured by the students but at the same time good to already start the thesis topic to work with. “Examensarbete i textilutveckling och entreprenörskap” need to be set to provide information to students as soon as possible and close communication to make final thesis in good control for the students.



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 several 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

Batch 2020 was partially affected by COVID at the start of the education but later the students coped very well with the education pace and concluded their three years of education with good outcome. Class representatives from batch 2020 were effectively involved for the development of the program through their constructive and critical feedback.

Prospective Alteration Initiatives

The program manager is intended 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.

A new project to review all basic courses to be changed from 7,5 to 5 hp is under-going in which all program managers and course responsible are involved. Such projects will surely improve the education and bring more fresh knowledge into the courses.

Based on the findings during Program quality Audits, the level of scientific writing is observed as improved by the program manager and course managers. However, a continuous improvement in this matter will remained in planning.

Textil produktutveckling och entreprenörskap TGDEP 02104 HT2020

Respondents: 28
 Answer Count: 10
 Answer Frequency: 35.71%

I am confident that program has helped me to develop my understanding of the subject area.

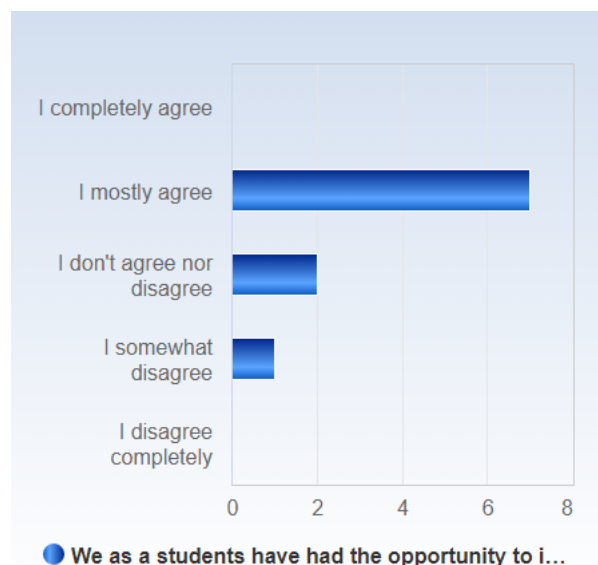
I am confident that program has helped me to develop my understanding of the subject area.	Number of responses
I completely agree	6 (60.0%)
I mostly agree	4 (40.0%)
I don't agree nor disagree	0 (0.0%)
I somewhat disagree	0 (0.0%)
I disagree completely	0 (0.0%)
Total	10 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am confident that program has helped me to develop my understanding of the subject area.	1.4	0.5	36.9 %	1.0	1.0	1.0	2.0	2.0

We as a students have had the opportunity to influence the program for the better development:

We as a students have had the opportunity to influence the program for the better development:	Number of responses
I completely agree	0 (0.0%)
I mostly agree	7 (70.0%)
I don't agree nor disagree	2 (20.0%)
I somewhat disagree	1 (10.0%)
I disagree completely	0 (0.0%)
Total	10 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
We as a students have had the opportunity to influence the program for the better development:								

We as a student have had the opportunity to influence the program for the better development:	2.4	0.7	29.1 %	2.0	2.0	2.0	2.5	4.0
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Through the program, I have gained increased knowledge about research within the course's area of knowledge.

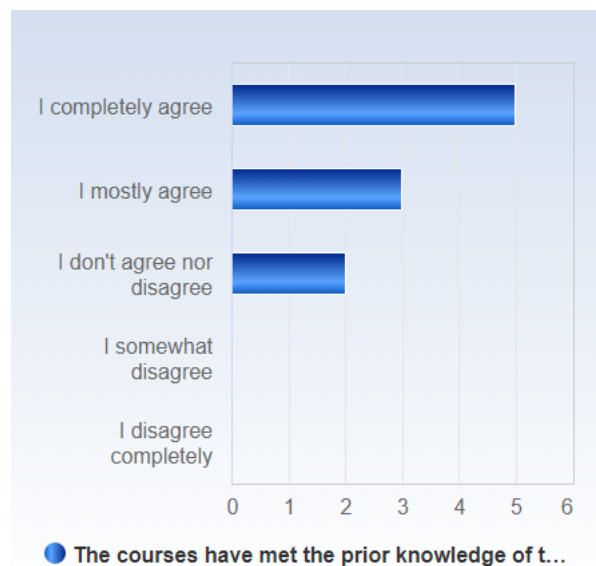
Through the program, I have gained increased knowledge about research within the course's area of knowledge.	Number of responses
I completely agree	7 (70.0%)
I mostly agree	1 (10.0%)
I don't agree nor disagree	2 (20.0%)
I somewhat disagree	0 (0.0%)
I disagree completely	0 (0.0%)
Total	10 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Through the program, I have gained increased knowledge about research within the course's area of knowledge.	1.5	0.8	56.7 %	1.0	1.0	1.0	1.5	3.0

The courses have met the prior knowledge of the students:

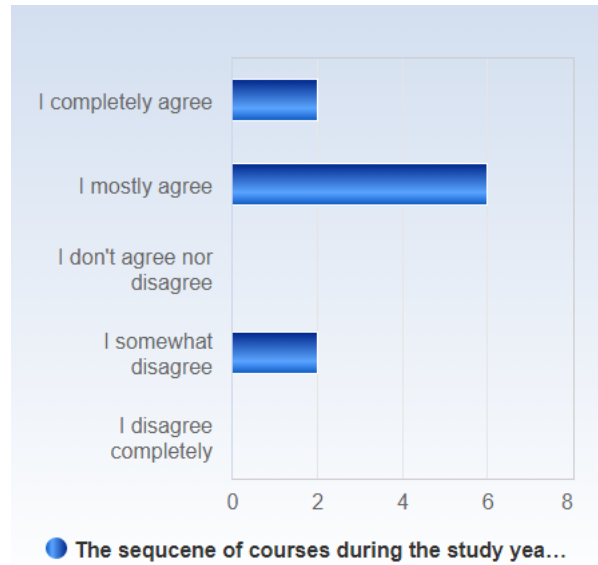
The courses have met the prior knowledge of the students:	Number of responses
I completely agree	5 (50.0%)
I mostly agree	3 (30.0%)
I don't agree nor disagree	2 (20.0%)
I somewhat disagree	0 (0.0%)
I disagree completely	0 (0.0%)
Total	10 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The courses have met the prior knowledge of the students:	1.7	0.8	48.4 %	1.0	1.0	1.5	2.0	3.0

The sequence of courses during the study years was relevant:

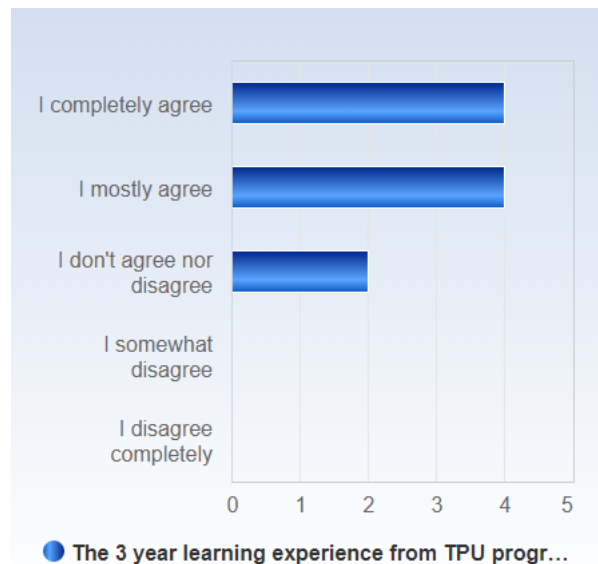
The sequence of courses during the study years was relevant:	Number of responses
I completely agree	2 (20.0%)
I mostly agree	6 (60.0%)
I don't agree nor disagree	0 (0.0%)
I somewhat disagree	2 (20.0%)
I disagree completely	0 (0.0%)
Total	10 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The sequence of courses during the study years was relevant:	2.2	1.0	46.9 %	1.0	2.0	2.0	2.0	4.0

The 3 year learning experience from TPU program has fulfilled my expectations:

The 3 year learning experience from TPU program has fulfilled my expectations:	Number of responses
I completely agree	4 (40.0%)
I mostly agree	4 (40.0%)
I don't agree nor disagree	2 (20.0%)
I somewhat disagree	0 (0.0%)
I disagree completely	0 (0.0%)
Total	10 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The 3 year learning experience from TPU program has fulfilled my expectations:	1.8	0.8	43.8 %	1.0	1.0	2.0	2.0	3.0

Programstatistik: Genomströmning för program**Programnamn:** Textil produktutveckling och entreprenörskap | 180,0 hp**Programkod:** TGDEP**Programtillfälle:** 02104 | 2020-08-31 - 2023-06-04**Planerat antal:** 38

Statistik uttagen: Textil produktutveckling oc

Statistik uttagen av: SAAS

Period	Period i ordning	Registrerade	Endast omregistrerade	Tillkommande, byte	Tillkommande, senare de	Uppehåll	Avbrott	Bortfall	Avgående, byte	Avklarad	Examen
HT2020	1	36	0	0	0	1	2	0	0	0	0 (0)
VT2021	2	34	0	0	2	2	2	1	0	0	0 (0)
HT2021	3	30	0	0	1	1	2	3	1	0	0 (0)
VT2022	4	27	0	0	0	0	1	5	0	0	0 (0)
HT2022	5	24	0	0	0	0	0	8	0	0	0 (0)
VT2023	6	26	0	0	0	0	0	6	0	0	18(18)

tik hämtad från LADOK