A Study of Fashion and Textile Design Education in the UK*

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Ⅰ. Introduction

The purposes of university education can be divided into two categories according to point of view : academic-oriented and specialised vocational-oriented. The departments related to clothing and fashion are also oriented these two purposes. Considered the fact that most graduates want to get jobs in the related industry, however, it is very important to direct and develop the creative ability and technical skills of the students as a preparation for professional practice.

It is stated that fashion industries find difficulty in employing capable staff even though more than two thousand graduates from clothing and fashion related degree courses yearly. 68% of fashion specialists are designers but there are not so many competent designers. The lack of pattern makers is more serious because most students think pattern making is technical rather than academic and do not want to work as patternmakers.[1)]

Lee(1989)[2)] stated there were not enough fashion education institutions and in which graduates, majoring in fashion and textiles,

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had not acquired essential knowledge and skills in industries. Lee suggested that to solve these problems, the improvement of curriculum and more intensive education has to be carried out. Also she suggested that opportunities like workplacements make students able to recognise what fashion industry needs have to be offered.

Other studies also recommended that to elevate fashion education it is necessary to offer specialised courses, an improved curriculum and collaboration between education and industry(Do & cols., 1994 ; Lee, 1995).[1)·3)]

Therefore it is thought very useful to investigate fashion and textile education in the UK, one of serveal countries which have well-establised fashion education system. The purpose of this study is to make some suggestions on the basis of findings in order to improve clothing and fashion education in Korea, especially in the case of specialised curriculum.

Ⅱ. Background of the study

1. Clothing and fashion related education in Korea

As previously stated, to achieve specialised vocational-oriented educational goal in the clothing and textile related departments subdivided courses and collaborations between academic institutions and related industry are necessary.

There are several studies about the educational improvement in the clothing and fashion related departments(Park ; 1983, Do & cols ; 1994, Lee ; 1995).[1)·3)·4)] However, to recognize the necessity of the educational improvement in these departments, 'A study on the education of fashion for the development of apparel industry'(Do, Kyu Hee, Kyung Soon Choi, Jung Ok Lee and Cha Jo, 1994)[1)] was reviewed because this is the latest study analysing fashion related education to find the effective curriculum of the future in the fashion design and the clothing construction area.

The subjects of this research were 52 clothing and fashion related departments but there were not included departments of Textile design or Dying & craft, etc. The included departments were as followings ; Department of Clothing and Textiles(의류학과, 의생활학과, 의류직물학과), Department of Clothing or Apparel(의상학과), Department of Clothing Design or Clothing & Textile Design or Fashion Design(의상디자인학과).

The curricula of 52 clothing and fashion related departments were analysed. The findings show that the present curriculum comprise 5 sub-specialised areas : fashion design, clothing construction, social science of clothing, textile and clothing science, and others like textile design, dyeing craft, fashion display etc. These 5 areas are included in the curricula of all departments except one in whose curriculum is not included clothing and textile science. Moreover only a few departments run one area-concentrated curricula. Therefore these 52 departments' curricula were very similar even though there were slight differences.

In this research, the authors concluded that clear objectives of fashion education need to be defined on the basis of the characteristics of the field and suggested education methods

〈Table 1〉 Education methods suggested by Do, Kyu Hee & cols[1)]

Education Methods for the fashion design area	*Education Methods* for the fashion design area
Major concentration systems need to be introduced.	Major concentration systems need to be introduced.
More design-practice courses need to be included to educate creative designers and the curriculum need reflecting needs of the Apparel Industry practicians.	Workshops, which are similar to the actual production systems of the clothing Apparel Industry, ard required.
Internship, a kind of the Academy and Intustry cooperation, needs to be introduced.	Internship is required.
Basic core courses need to be offered to support the fashion design courses.	Courses required for both the fashion design area and the clothing construction area need to be offered effectively

of the fashion design area and the clothing construction area shown as 〈Table 1〉. About curriculum and collabolation between education and industry, it was recommended to introduction of specialised courses and internship for both area.

Therefore it may be very useful to investigate fashion and textile design education in the UK where subdivided and specialised education is formed, even though the education system in the UK is very different from that in Korea. Also, collaborations between educational institutions and industry in the UK are operated very effectively through work-placements and projects sponsored by industry.

2. The secondary school education system in the UK

The most specific character of the education system in the UK may be specialised secondary school education preparing for the future degree courses.

For years the state-provided educational system has offered compulsory schooling for all children from the ages of 5 to 16, the minimum school leaving age, when most pupils take the the General Certificate of Secondary Education Examination (GCSE).

Shown as 〈Fig 1〉, students usually take the GCSE of 6 or 8 subjects according to their future majoring areas from followings : English Language, English Literature, French, German, Greek, Latin, Italian, Portuguese, Spanish, Mathematics, Geography, Physics, Chemistry, Biology, Art, Music, Drama, Physical Education, Religious Studies, Information Systems, Chinese, Classical Civilisation, Design, Electronics, History etc.[5)] During this period students can aquire general knowledge.

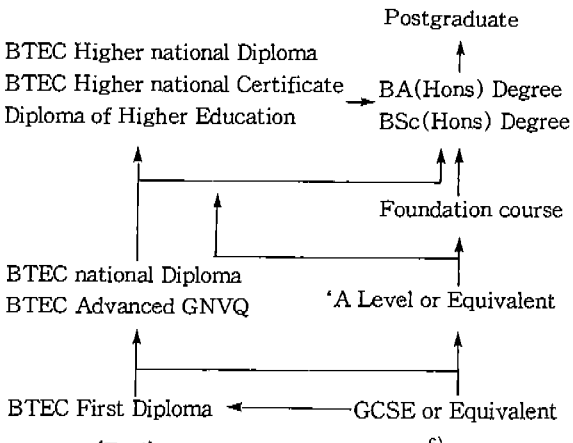
After then the student prepare Advanced Level ('A' Level) examination at special sixth form colleges or secondary school for 2 years. During this 'A' Level course, students study 3 or 4 subjects related to their future BA(Hons) or BSc(Hons) degree course so that they can acquire fundamental knowledge. Subjects included in 'A' Level examination are as followings : English, French, German, Greek, Latin,

Spanish, Maths, Further Maths, Geography, Physics, Chemistry, Biology, Electronics, Art, Music, Economics, Politics, Religious Studies, Chinese, Design Technology, History, History of Art etc.[5]

The student who wants to enter degree course, has to take the 'A' Level examination. Students who want to major in arts and design can enter foundation course with or without taking the 'A' Level examination, however, they have to submit portfolios which show their abilities and possiblities. This foundation course aims to broaden students' visual perception by introducing them to a very wide range of ideas, attitudes, techniques and media, enabling them to make informed decisions about the area in which they intend to specialise on degree or other higher courses.

Another character of the education system in the UK is that the study routes are not linear. Shown as 〈Fig 1〉, after finishing various vocational education courses (GNVQ) and Diploma courses, students can enter related degree courses, too.

So students can start degree courses with



〈Fig 1〉 Education system in the UK[6]

basic knowledge. For that reason it is natural that the degree courses in the UK include only specialised subjects.

Ⅲ. Methodology

Although there are many different courses for Certificates, Diplomas and Degrees in the UK this study has included only BA(Hons) and BSc(Hons) Degree courses of Fashion and Textile Design similar to the BA degree courses in Korea.

This study was carried out by two ways : 1. Using questionnaires and a literature survey of the present situation of fashion and textiles education in the UK. 2. Case study of curriculum and course systems

To invetigate the general situation in fashion and textile education in the UK questionnaires were sent in March 1996 to 51 UK institutions listed in the *Guide book of the degree courses in Fashion and Textile Design,*[7] addressed to the course leader of each course. This questionnaire included 14 open-ended items, 4 about general characters of courses ; course duration and mode, the maximun number of students, the number of full-time teaching staff and their industrial experience, 4 about curriculum ; the most emphasised subject area, criteria for graduation, kinds of projects carried out by students, and industrial sponsorship, 3 about workplacement ; existence or nonexistence of workplacement, reason for nonexistence if not, and how to evaluate workplacement, and 3 about employment ; the rate of employment of graduates, the areas employed and how to find job. Returned

useable questionnares were 12 courses (24% response rate).

In addition the *Guide book of fashion and textiles degree courses* and prospectuses from universities and institutions were investigated, too.

Also all course leaders were asked to send curriculum details but only 2 course leaders sent it. To accquire more curriculum details 5 course leaders were asked to meet, but 4 course leaders were available. Through the personal contacts with 4 course leaders in June and July, informations about curriculum contents were given by 3 course leaders. It was very difficult to acquire curriculum details in the UK because curriculum details run by each course was confidential. Here is the limitation of this study so that presentation and consideration of several curricula was conducted instead of most curricula of fashion and textile design courses in the UK.

This study can be divided into two parts in its findings : 1. The present situation of fashion and textile education in the UK. 2. Case study of curriculum and degree scheme.

Ⅳ. Findings and consideration

1. The present situation of fashion and textile design education in the UK

1) Types of degree courses

There were 62 courses in the *Guide book of fashion and textiles degree courses*. They could be classified into 6 large groups according to their related fields by inspecting outlines of curricula and prospectus of courses.[8] Shown as 〈Table 2〉, textile-related courses, 44% of whole courses, were the largest part. This degree composition might reflect that the textile industry is one of the most important industries in the UK.

In addition to very specialised degree courses, each course was subdivided again. For example, at the University of Dundee there are two textile-related courses subdivided into Printed textiles and Constructed Textiles. Also at Central Saint Martin's College, students can choose to specialise in one of the following six options : Fashion Design, Fashion Design Menswear, Fashion Print, Fashion Communication and Promotion. Fashion Design with Knitwear, or Fashion Design with Marketing. Moreover at Edinburgh College of Art, on the Art and Design BA(Hons) course, students can specialise in Fashion, Theatre Costume and Printed Textiles.

This situation is very different from that in Korea. As previously stated, Do & cols. (1994)[1] found that there were 5 different names used by 52 departments in 49 universities. Moreover, the names used were slightly different from each other but the curricula for these courses were so similar as to be indistinguishable.

Do & cols.' study did not included departments of textile design, dying craft, etc so that the findings of this study could not be compared with fashion and textile design education system in the UK directly. However, the significance of these findings means that clothing and fashion related degree courses in Korea are not specialised, neither are they intensified. This situation can be explained the difference of educational system between

〈Table 2〉 Fashion and textiles degree courses in UK

n=62

Related Field	Degree Titles	N(%)
Textiles and Surface Decoration	Design and Craft, European Textile Design Textile Design, Printed and Knitted Textiles, Textiles, Textile Design & Surface Decoration, Design for Floor covering & Interior Textiles, Surface Pattern, Printed Textiles & Decoration, Constructed Textiles, Textile Art, Decorative Arts Design (Surface Pattern), etc.	27(44)
Textiles and Fashion Design	Textiles & Fashion Design, Fashion /Textiles, Textiles & Fashion Design Management, Fashion & Textiles Design, etc	13(21)
Fashion Design	Fashion Design Technology, Fashion Studies, Fashion, Creative Design for Fashion. European Fashion(Product Development), etc	17(27)
Knitwear Design	Knitwear Design & Production Knitwear Design	2(3)
Fashion Marketing	Fashion Marketing, Fashion Promotion	2(3)
Other	Art & Design	1(2)

Korea and UK and is not the difference limited to clothing and fashion related education. Undergraduate courses in Korea can be mentioned more generalised than those in the UK.

Although very specialised courses were offered in the UK, Pomeroy(1989) stated that the fashion and textile design degree courses in the UK have been concerned with aesthetic consideration much. In the real life situation in the contemporay factory, however, it will be necessary for such a graduate to be able not only to contribute an innvative management approach to development but also to offer a practical methodology to facilitate it.[9)]

Therefore, for further improvement of clothing and fashion related departments in Korea, it would be necessary to have a more individual approach to developing specialised courses depending on conditions in each university, by using the subdivided degree courses in the UK as good concrete cases and further considering clothing manufacturing and management.

2) The maximun number of students

The limited number was various from 20 to 110, but many courses are subdivided into 2~3 routes so that the number of each route is not more than 40. This number is similar to that of Korean Departments.

However, individual study can be carried out through tutorials, small group studies and

self-directed study. Lee(1995) stated that at fashion and textile design courses in the UK lecture does not occupy more than 20% of whole work time.[3] This learning method can be carried out because students have acquired basic knowledge at secondary school and credit system in which students work for all day.

3) Length and mode of courses

Length and mode of courses in the UK can be classified into 5 categories shown in 〈Table 3〉, and they have a close relation between the character of each course and workplacement. Usually design courses —either fashion or textiles —are of 3 years duration without workplacement, however certain courses related to product development, marketing, or business studies, etc. are usually of 4 years duration including 1 year workplacement.

The sandwich course, an important element of co-operative education, has been defined by Butler(1987)[10] as a course of study in which relevant industrial training and experience is an integral part of the course and without the satisfactory completion of which the academic award(degree, diploma, etc) is withheld.

During workplacement year —usually third year —students have to stay in industry or other European institute through the exchange network for at least 3 months or sometimes for 35 weeks or more. It would make students more confident and also it could be very helpful for students to have experience of industry, to find a job and adjust to it.

Since sandwich courses have been introduced, efficiency of these courses, assessment model, students' attitude about these courses, etc were researched.[11)·12)·13)·14)·15)] Butler considered that students from sandwich courses were more likely to be industrially competent and professionally capable.[10] Culshaw(1987)[15] concluded that so far as first degrees are intended to prepare graduates for the UK employment, sandwich courses would seem to be significantly more efficient after she carried out research into sandwich education in the UK university.

Even though sandwich courses were thought very efficient, among 13 respondants on questionnaire, only 5 answered that their courses provided 1 year workplacement. To the question about the reason for no workplacement year, answers were as followings ; difficult to find suitable place, sometimes students can not experience suitable job for their improvements. Mander(1979)[13] stated that sandwich courses were longer than conventional course and extra year could be a serious disadvange to students who are in a hurry to start work,

〈Table 3〉 Length and Mode of Course

n=62

Length & Mode of course	N(%)
3 year full-time	39(63)
3—4 year including optional workplacement year	6(9)
4 year full-time including general course or not	6(9)
4 year snadwich including 1 year workplacement	12(19)

continue postgraduate courses or get merried.

Even though many courses do not have a workplacement year, through voluntary placement opportunities, company/factory visits, visiting lecturers from company, interviews with personnel in industry and industry sponsored projects, students can realise what industry needs.

The assess of students' workplacement are accomplished as followings ; report by student, report by visiting tutor, report by industry supervisor, portfolio, placement seminar presentation in following year (year 4). Through these ways, the industrial experience of students can closely connected with last year project.

4) Teaching staff

The number of full-time teaching staff on each course is 2 or 3, shown as 〈Table 4〉.

〈Table 4〉 Number of Full-time teaching staffs

n=13

Number of F/T staffs	N(%)
1	1(8)
2	4(31)
3	3(23)
4	1(8)
5	1(8)
10 or more	2(14)
No response	1(8)

Most courses do not have many full-time staff apart from two courses. Two courses were represented 'more than 10' but one of these courses is subdivied into 6 different optional courses and the other is an adopted modular system. So these numbers might include all teaching staff from either the optional courses or the modular system.

These numbers of full-time teaching staff are not enough to manage courses, but many institutions supplement by employing a number of part-time lecturers in a related industry instead of courses being thaught wholly by full-time staff. Some of these part-time lecturers are only called in for 3 weeks or so to carry out a special project. With this composition of teaching staff, a direct link between education and industry is accomplished.

To the question of industrial experience of teaching staff, all respondents answerd 'yes'. To take an example, on one course 2 full-time lecturers have industrial experience, one part-time lecturer has a BA degree and industrial experience, and one technician has 6 years industrial experience and a BTEC diploma. As this example, most teaching staff have industrial experience as well as a BA (Hons) or MA degree. This qualification is different from that in Korea where all teaching staff in university have a MA degree or higher degree.

The emphasis on the higher degree in Korea can precludes many staff from having industrial experience. This situation can be complemented through active communication between academia and industry.

5) Employment of graduates

65% of respondents replied that their rate of employment for graduates last year was 50% or more shown as 〈Table 5〉. They explained that students found their jobs through workplacement, word of mouth, advertisements, job agencies, etc. It can be concluded, therefore, that workplacements have proved

〈Table 5〉 The Rate of Employment of Graduates

n=13

Rate of Employment of Graduates	N(%)
less than 50%	3(23)
50 ~ 60%	1(8)
60 ~ 70%	0(0)
70 ~ 80%	5(38)
80% or more	3(23)
No response	3(23)

useful, not only for training, but for getting a job.

The areas of industry and career graduates employed answered very diverse according to courses ; suppliers like fabric technolosists, clothing technolosists, and quality /production manager, retailers like store manager, buyer /selector, merchandiser, designers like assistant designer mainly for mass market, fashion promotor, manager of own business, etc. These career areas are very similar to those in Korea.

2. Case study on curriculum and degree scheme

As stated above, fashion and textile courses in the UK are very varied, even under the same titles, and since the information on curriculum is confidential it is nearly impossible to compare curricula from the different courses. Therefore, to investigate the curricula of fashion and textile courses in the UK, here are presented the curricula of 5 courses which offered their curriculum details agreeably.

〈Table 6〉 is the intensified curriculum for surface pattern in which all subjects are arranged for surface pattern designer. The curriculum on 〈Table 7〉 is subdivided into three parts, kint, weave and print from which a student can select one from term 2 in year 1. Escepecially, shown as 〈Table 7〉, certain subjects like Textile process 1, 2, 3, 4, Fabric

〈Table 6〉 BA(Hons) Design : Surface Pattern Structure[16)]

Year	Semester 1	Semester 2
Year 1	Intro to Surface Pattern Option from Semester 1 list Option from Semester 1 list Team project Study skills for Design Elective	Visual studies for SP Design Print Workshop Colour for SP Designer Surface Pattern in Context Surface Pattern supporting studies Elective
Year 2	Reseach Studies & Info Gathering for Design Printed Textiles The Designer Maker Option from list of available studio modules Elective	Option from list of avaiable studio modules Commercial Collection for Fashion Coordinated range for Interiors Self Initiated Project Elective
Year 3	Professional Practice for the Surface Pattern Designer Printed Textiles Advanced Drawing Programme Elective	Individual Negotiated programme of Study Design Studies Option & Design Report Elective

〈Table 7〉 Bsc(Hons) Textiles & Fashion Design Management[17]

Year	Term 1	Term 2	Term 3
Year 1	Textile Processes 1 Design 1 Economic & Business Context Appreciation of Colour Design Skills-Knit Textile processes 1-Knit	Design Skills-Knit Textile Processes 2-Knit Design Skills-Weave Textile Processes 2-Weave Design Skills-Print Textile Processes 2-Print Manutacturing Technology 1	Design Skills-Knit Textile Processes 3-Knit Design Skills-Weave Textile Processes 3-Weave Design Skills-Print Textile Processes 3-Print Clothing Studies 1B Communication & Info Skills
Year 2	Design Skills-Knit Textile Processes 4-Knit Design Skills-Weave Textile Processes 4-Weave Design Skills-Print Textile Processes 4-Print History of Design Pattern Technology 2A	Design 2 Design Practice 2A-Knit Design Technology-Knit 2A Design Practice 2A-Weave Design Technology-Weave Design Practice 2A-Print Design Technology-Print Fashion & Design Management 1A	Intro to Human Resource Management Garment Design & Development 2A Fashion & Design Management 1B Interpersonal & Presentation Skills
Year 3	Fabric Design & Development 1-Weave Fabric Design & Development 1-Knit Fabric Design & Development 1-Print Fabric Design & Development 1 History of Design Financial Management	Fabric Design & Development 2-Weave Fabric Design & Development 2-Knit Fabric Design & Development 2-Print Fabric Design & Development 2 Fashion Marketing	Fabric Design & Development 3-Weave Fabric Design & Development 3-Knit Fabric Design & Development 3-Print Fabric Design & Development 3 Fagric Design & Development 4
Year 4	Design Management 1 Design Management 2 Project Preparation 1 Project Preparation 2	Design Management 3 Project Practical 1 Project Practical 2 Fabric Design Fashion Design	Design Management 3 Current Issues Project Dissertation 1 Project Dissertation 2

* From term 2 in year 1 a student has to select one textile discipline from knit, weave or print.

design & develpoment 1, 2, 3, Design management 1, 2, 3, etc were continued to intensify. Like these examples, intensified courses can be established as a single course or subdivided several courses.

Two courses which are shown 〈Table 8, 9 and 10〉, have taken different degree schemes, i.e., one has taken a linear degree scheme and the other has taken a modular degree scheme.

The BA(Hons) Fashion course(〈Table 8〉) has two pathways ; European Fashion(Product Development /EFPD), a 4 year programme which includes a third year abroad, studying at a partner college with opportunity of work-placements in the industry and Fashion Design(FD), a 3 year full-time programme which aims to promote a creative approach to fashion design, producing students whose skills would

〈Table 8〉 Course Overview of BA(Hons) Fashion[18)]

Stage	Monday	Tuesday	Wednesday	Thursday	Friday
Stage I (First year)	(all day) Product Development Processes Computers Garment Technology Pattern Technology Fabric Technology	(morning) Fashion Cultural & Historial Studies I (afternoon) European Languages	(morning) Trends Illustration Fashion Drawing (afternoon) Management & Business Studies I	(morning) Fashion Design Project	(morning) Open Workshops Self-Directed Study
Stage II (Second year)	(all day) Elective Interior Architecture Ceramics Creative Modelmaking CASS Fashion Design Photography Graphic Design Illustration Sound / Annimation Time Based Media Printmaking Electronic Media Drawing	(mornign) Product Development (EFPD) or Fashion Illustration (FD) (afternoon) Fashion Cultural & Historical Studies II	(morning) Management & Business Studies II (afternoon) European Language II (EFPD) or Fabric Development (FD)	(all day) Fashion Design Projects	(all day) Open Workshops Self-Directed Study European Seminars
Stage III (Third year)	(morning) Management & Business Studies III (afternoon) Industrial Seminar (EFPD) or Fashion Design Management (FD)	(all day) Final Collection Project	(all day) European Language III (EFPD) or Fashion Communication (FD)	(all day) Dissertation Open Study	(all day) Open Workshop Self-Directed Study

〈Table 9〉 Course Overview of BSc(Hons) Clothing (First & Second Year)[19]

	First year	Second year
Types of Modules	Title	Title
Core Modules	Computer Studies I Equipment Technology I Clothing Technology I Production Management I Marketing & Economics I Product Development I Financial Management I Behavioural Studies	Computer Studies I Equipment Technology I Clothing Materials I Production Management I Production Management I Garment Technology & CAD Quallity Systems /Objective Measurement Financial Management I Human Resource Management
Elective Modules	Buying Behaviour Presentation Management (10) Mechanics of the Fabric / Machine Interface I Environmental & Energy Management I Languages	Consumer Studies Promotional Management Specific Product Development Environmental & Energy Management II Knitting Technology & Knitwear Production Electrotechnics Languages Mechanics of the Fabric /Machine Interface II Cutting Room Organisation

〈Table 10〉 Course Overview of BSc(Hons) Clothing (Thrid Year)[19]

Major Route	Core Modules	Elective Modules
Management & Technology	The Project Operations Management Combined Technologies Strategic Management Financial Management Simulation in Clothing Manufacture	Consumer Behaviour Design Engineering Robotics & Fabric Handling Instrumentation & Control Textile Finishing Languages CAD /CAM Systems & Business Policy
Marketing & Distribution	The Project Outward Sourcing & Apparel Quality Systems International Marketing & Retailing Strategies Distribution & Logistics Financial Management III Retail Buying & Merchandising	Small Firm Management Marketing Communications Strategic Marketing Management Networked Manufacturing & Distribution Strategies
Product Development	The Project Apparel Technology Product Engineering & Management Clothing Materials, Quality & Sourcing Cost & Management Accounting	

be highly marketable within the industry. Stage I is common first year for both two pathways while Stage II and Stage III consist of some Common Units and Specialist Pathway Units.

BSc(Hons) Clothing (〈Table 9, 10〉), taken as a Modular Degree Scheme, consists of three major routes : Clothing Management and Technology, Clothing Marketing and Distribution, and Clothing Product Development.

The course consists of two types of module : Core Modules which all students must complete and Elective Modules where students have a choice. Shown as 〈Table 9〉, the first two years are common for all students apart from their choice of elective modules. At the start of the final year students will choose between three major routes. Even though the core modules are different from each other, elective modules are common for these three routes.

From a curricular overview of these two courses, it was found that both courses have flexibilities which have the courses subdivided into more specialised pathways /routes and enable students to choose their own route in the second or third year. Also, students can acquire knowledge related to their own pathway or route through common subjects or elective modules. Moreover, available facilities, equipment and staff can be used effectively through these curricula in which some titles or modules are common for all students.

Different from BSc(Hons) Clothing in which three major routes are all related to clothing, Modular Scheme can be used for several design areas. 〈Table 11 and 12〉 showed the modulea scheme of for 3 different areas of design degree courses ; BA(Hons) Fashion & textile design(FATD), Three dimensional design(TDD) and Imaging & multimedia(IMAM). Students have to do common modules at each level and select design modules ; 4 design modules for level 1(year 1), 6 for level 2(year 2) and 6 for level 3(year 3). Design modules are as 〈Table 12〉.

Students can select all design modules, but in some level 1 modules are pre-requisite to study level 2 so that the choice of modules at level 1 is important. Like this, several degree courses can be combined by sharing common subjects and selective specialised moduels.

As priviously stated(Do & cols(1994)[1]), the curricula of 52 clothing and fashion related departments in Korea consist of 5 sub-specialised areas which are fashion design, clothing construction, social science of clothing, textile and clothing science and others.

〈Tabel 11〉 Common Modules of Modular Scheme for BA(Hons) FATD, TDD, IMAM[20]

Level 1	Level 2	Level 3
Design Communication A Design Communciation B Business & Management of Design Contextual Basis of Design	Computer Aided Design Contextual Basis of Design Business & Management of Design International Studies (Language) (Choice of 2 from 4)	Computer Adied Design Contextual Basis of Design Business & Management of Design International Studies (Language) (Choice of 2 from 4)

〈Tabele 12〉 Design Moduels for three courses[20]

FATD	THDD	IMAM
Multi Media Textiles	Intro to Interior Design	The Elements of Multimedia Design
Fashion Techniques & Processes A	Urban Domestic Interior Design	Communication Through Multimedia
Contour Fashion Techniques & Processes A	Ceramics /Glass : Metalsmithing, Jewellery A	TV Graphics & Animation
Footwear Techniques & Processes A	Ceramics /Glass : Metalsmithing, Jewellery B	Typography
Fashion Techniques & Processes B	Intro to Product /Furniture Design	Photography & CAmara Vision
Contour Fashion Techniques & Processes B	Colour, Light & Spatial Design	
Footwear & Accessories	Ceramics /Glass /Metalsmithing Processes	
Combined Fashion Studies A	Design Communication	
Combined Fashion Studies A	Product /Furniture Design Technology	
Applied Decoration A	Metal Holloward Forming & Decorative Techniques	
Decorative Textile Artefacts	Ceramics /Glass /Metalsmithing Technology	
Multi Media Textiles for Interior	Interior Design Technology	
Surface Decoration Materials, Processes & Techniques		
Applied Decoration B		
Surface Decoration & Colour Workshop		

〈Table 13〉 The Ratio of subjects areas of fashion-related departments curricula in Korea[1]

Subjects Areas / Design	Clothing Design	Clothing Construction	Social Science of Clothing	Txtile Science	Others
Dept. of Clothing & Textiles 1 (의류학과)	19.0%	27.4%	17.6%	26.3%	9.7%
Dept. of Clothing & Textiles 2 (의생활학과)	18.5%	24.0%	19.0%	26.0%	12.5%
Dept. of Clothing	28.0%	27.3%	17.9%	15.5%	11.3%
Dept. of Clothing Design	35.4%	21.6%	17.5%	11.3%	14.2%
Dept. of Clothing & Textiles 3 (의류직물학과)	15.5%	26.5%	18.0%	30.5%	9.5%

Even though the curricula are stlightly different from each other, the curricula do not have intensive subjects areas(〈Table 13〉).

Do & cols suggested that intensive fashion design course and clothing construction course are necessary for development of apparel industry. Even though fashion and textile education in the UK is not exactly suitable to the situation in Korea, from these examples, subdivided course systems which Do & cols stated and intensified curricula can be developed with consideration of the paticular situation of each departments.

V. Conclusion and suggestions.

To investigate fashion and textile education in the UK and to make some suggestions on the basis of findings to improve fashion and textile education in Korea, this study was car-

ried out using questionnaires, personal contects with course leaders and a literature survey. The findings were summarised as follows.

The types of degree courses related to fashion and textile design education in the UK were classified into 6 large groups. In addition to very specialised degree courses, many courses were subdivided again to develop an intensified curriculum.

The courses were also classified into 5 categories according to the length and mode of the courses. Among these 5 categories, the sandwich mode including a work-placement year offer students the opportunities to experience in industry. This sandwich mode is not paticular in fashion and textile design courses and it was found that this mode is very efficient and useful for students to prepare their careers.

The number of full-time teaching staff is not enough, however, the composition of teaching staff, such as two or three full-time staff and a number of part-time lecturers from a related industry, can make a direct link between education and industry. Also teaching staff who have industrial experience as well as a BA (Hons) or MA degree find this combination very useful to teach students and to link between education and industry.

From the case study of curricula and degree scheme, it was found that the curriculum of each course is concentrated on certain area like surface pattern, textile design of knit, weave or print, fashion design, etc. Also some courses have flexibilities which enable students to choose their own route through modulea scheme. Moreover, available facilities, equipment, and staff can be used effectively through these curricula in which some modules are common for all students.

On the basis of these findings, improvements to fashion and textile education in Korea can be suggested as follows :

First, each clothing and fashion related department can develop more specialised and intensive degree course suitable to its' own situation instead of generalised present course. In addition, each course can introduce subdivided pathway in the same department. However, it has to be introduced after considering the present composition of full-time teaching staff, available personal and material resources and relevant circumstances.

Second, the link between education and industry has to be accomplished actively through visits to industry, interviews with industrial personnel, employing part-time lecturers from a related industry, projects supported by industry and a programme of meetings between teaching staff and industrial personnel etc.

Third, to afford an opportunity of industrial experience to students, a work-placement has to be considered more actively than now.

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논문 개요

영국의 패션 및 직물 디자인 교육에 관한 연구

우리나라 복식산업의 전문인력 양성은 주로 대학교나 전문 학원에서 이루어지고 있으며, 수적인 면에서는 충분한 인력이 양성되고 있다. 그러나 질적인 면에서 산업체에서 요구되는 역량을 가진 전문인은 부족한 편이다. 이에 따라 산업체의 요구에 부합하는 인력 양성을 위하여 교육과정의 개선이 절실히 요구되고 있다.

따라서 본 연구에서는 실기교육, 산학협력 및

산업체 현장실습이 활발히 이루어지고 있는 영국의 복식관련학과에 대하여 조사해 봄으로써 우리 교육의 개선 방향을 모색하고자 한다.

영국의 경우 다양한 자격증 및 학위과정이 개설되어 있으나 본 연구에서는 우리나라 학사학위에 해당되는 BA(Hons) 및 Bsc(Hons)만 대상으로 하였으며, 설문조사, 문헌조사 및 사례연구를 통하여 현황 및 교과과정을 분석하였다.

영국의 복식관련학과들은 그 교과과정 및 내용에 따라 크게 6개 전공분야로 분류되었으며 각 학과는 다시 세분화되어 전문성있는 교육이 이루어지고 있었다. 또한 수업연한 및 과정의 형태에 따라 5개 유형으로 분류되었다. 이 유형 중 특히 일년 간의 현장실습을 학위과정으로 포함시켜 의무적으로 산업체에 근무하도록 되어 있는 Sandwich Mode는 적극적인 산학협력의 한 형태로 매우 효율적으로 평가되는 교육체계이며, 여러 다른 학문분야에서도 널리 활용되고 있는 체계이다.

교수진의 경우 전임교원이 수적인 면에서 다소 부족한 것으로 나타났으나, 관련 산업체 인사 등을 시간강사로 고용함으로써 이를 보완할 뿐 아니라 산학연계를 이루고 있었다. 또한 전임교원의 경우 주로 학사 혹은 석사의 학력을 가지고 있었다. 그러나 모든 전임교수 뿐 아니라 시간강사의 경우도 산업체 경력을 필수적으로 가지고 있어 고학력위주의 우리나라 실정과는 매우 상이했다.

교과과정에 대한 사례연구에서 직물디자인에 집중된 2개 과의 교과과정을 보았으며, 그 중 한 개 과는 다시 편물, 프린트 및 직물 디자인의 3분야로 세분화되어 심도 있는 교육이 이루어 질 수 있는 것을 살펴 보았다. 또한 다른 3개의 예에서 볼 수 있듯이, 2개 이상의 전공코스를 도입하여, 공통 과목과 전공 코스 과목을 둠으로써 시설 및 인적 자원의 활용 등 운영상 효율성을 추구함을 알 수 있었다. 또한 학생들의 경우 전문화된 코스의 선택을 할 수 있게 하였다. 이런 실례는 전문인력 양성이 매우 필요하고 따라서 전공코스제의 도입의 필요성이 대두되고 있는 이 시점에서 매우 유용하게 이용될 수 있으리라고 생각된다.

영국의 교육이 우리나라 실정에 그대로 적용될 수는 없지만, 본연구 결과를 바탕으로 다음과 같은 시사점을 고려하여 우리 교육을 개선해 나갈 수 있으리라고 생각한다.

첫째, 교수진, 인적 물적 상황 및 지역적 상황 등을 분석하여 각 대학 별로 그 특성에 맞는 세분화되고 심도있는 전공교육과정을 개발 발전시켜야 할 것이다.

둘째, 산업체 방문, 산업체인사와의 면담 및 특강 등 산학협력을 좀더 적극적으로 모색하여야 할 것이다.

셋째, 학생들의 산업체 현장연수를 실질적으로 도입하여 산업체의 인력요구에 적극적으로 대처할 수 있어야 하겠다.