

SUBJECT BENCHMARK STATEMENT

1. INTRODUCTION

Scope and Purpose

Benchmarking of academic standards is an essential component of quality assurance in Higher Education system in Sri Lanka. This Subject Benchmark Statement provides a means for the academic community to describe the nature and characteristics of Textile and Apparel degree programme of SLITA. It also represents general expectations about the standards for the award of qualifications at a given level and articulates the attributes and capabilities that those possessing such qualifications should be able to demonstrate.

Level of Teaching

This Subject Benchmark Statement is concerned with degree in Textile and Apparel of 03 years duration, conferred by the Faculty of Textile and Apparel Studies of Sri Lanka Institute of Textile and Apparel.

Nature and Extent of the Subject

Textile and Apparel is a sub discipline of Applied Science which studies organizations, their management and the changing external environment in which they operate, while trying to be more effective and efficient in manufacturing products and providing services.

In this regard the subject deals with main three aspects;

- The study of manufacturing process , management, and sustainability of the changing business environment in which they operate,
- Preparation and development of a professional for the field of Textile and Apparel.
- Enhancement of lifelong learning skills and personal development to contribute to society at large.

Textile and Apparel being an Applied Science links closely with a number of other disciplines, such as, with behavioral management and quantitative studies. Thus, there is an increasing requirement to prepare graduates carefully for continuing their self-education and development after graduation to maintain their knowledge and understanding of rapidly changing areas. The Behavioral and Quantitative subjects assist professionals to observe human behavior, quantifying and analyzing systems and procedures in functional areas of Textile and Apparel.

Applicants, with minimal entry qualifications prescribed by the UGC, are registered under degree program.

The main aims of teaching the course are:

- a) To produce a knowledgeable, well accomplished skilled and contended student with the appropriate attitudes to face the challenges in achieving excellence with right thinking, creativity, innovation, and research with appropriate entrepreneurial ability of national and international relevance.
- b) To produce readily employable graduates with appropriate Managerial and Professional knowledge, skills and attitudes.
- c) To develop students in a range of transferable skills that will be valuable for employment and self-employment.
- d) To provide students with analytical skills and ability to develop frameworks for studying the real world.
- e) To provide training within an intellectual physical and social environment to achieve excellence in the relevant skills.
- f) To develop a student to achieve the status of a leading consultant and provider of advanced consultancy services to the Public and the private sector.
- g) Contribute to the government policy making and national development in Textile and Apparel including higher professional education in Sri Lanka.

Threshold standard

The Threshold standard represents the minimum knowledge and capabilities of a graduate. Performance above the threshold is evident in the demonstration of qualities such as analytical ability, perceptiveness, intellectual rigorous, creativity and independence of thought.

Typical standard

On graduating in Textile and Apparel graduates will typically:

- Have a wide knowledge and understanding of the broad range of areas of public and private sector management and the detailed relationships between, their application and their importance in an integrated framework.
- Consistently demonstrate a command of subject-specific skills including application of knowledge, as well as proficiency in intellectual skills.
- Have a view of management which is influenced by a variety of learning sources including guided learning, team work and independent study.
- Be distinguished from the threshold category by their enhanced capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations.

2. NATURE AND EXTENT OF TEXTILE AND APPAREL SCIENCE

Textile and Apparel is a vast field of study, characterized by rapid change and diversification of technology. The description that follows is a guide for teaching and developing the subject at undergraduate level, but there may be sound intellectual reasons for maintaining courses that cover only some part of the range indicated in this Subject Benchmark Statement or for extending beyond the views set out in these guidelines.

This field can be divided into two major subjects as Textile and Apparel. Textile and Apparel can be divided into a number of specializations, although the boundaries between these are rarely exclusive and change over time. These are further subdivided into other specializations, including Management and entrepreneurship , environmental studies , mathematics, chemistry , material science, fashion design and product development ,quality and testing, equipment technology, clothing technology, information technology, industrial automation, industrial engineering and industrial sociology and psychology.

TEXTILE SCIENCE

Textile science provides knowledge of fiber materials, science and technology and teaches how to apply this expertise to design development, quality control and production. In other words, this subject teaches about not only textile science, but also business, manufacturing and management. This subject covers sub topics such as woven and non woven technology, knitting technology, coloration and finishing technology.

APPAREL SCIENCE

Apparel science provides knowledge of apparel Design & develops, manufacture, quality management, resource optimization, manpower utilization, machine usage and marketing areas. Further this subject teaches product development, pattern construction, cutting technology, planning and production management, industrial engineering, sewing techniques, embellishment, merchandizing and financial management.

3. SUBJECT KNOWLEDGE AND UNDERSTANDING

The degree program covered by this benchmark standard should provide broad, analytical and integrated study of Textile and Apparel.

Graduates will be able to demonstrate relevant knowledge. There should be an emphasis upon understanding and responding to the changes of future developments of industry and the external environment.

The inter-relationships and the integration of these areas are important within the overall student learning experience and should be demonstrated in the capabilities of successful graduates.

It is expected that graduates will also be able to demonstrate knowledge and understanding in the followings:

- a) **MARKETS –**
Development and operation of markets for resources, goods and services.
- b) **CUSTOMERS –**
Customer expectations, service and orientation.
- c) **PEOPLE –**
The management and development of people within organizations.
- d) **OPERATIONS –**
The management of resources and operations.
- e) **RAW MATERIAL-**
Identification and optimum usage of raw material in the manufacturing process.
- f) **PRODUCT DEVELOPMENT-**
Designing and developing new products upon the customer requirement.
- g) **MACHINERY AND EQUIPMENT-**
Selection and adjustment of suitable machinery and equipment to maximized the productivity.
- h) **INFORMATION SYSTEMS –**
The development and exploitation of information systems and their impact upon organizations.
- i) **COMMUNICATION AND INFORMATION TECHNOLOGY –**
The comprehension and use of relevant communication and information technologies for application in industrial management.
- j) **BUSINESS POLICY AND STRATEGY –**
The development of appropriate policies and strategies within a changing environment, to meet stakeholder interests

- k) **CONTEMPORARY & PERVASIVE ISSUES –**
A range of contemporary and pervasive issues is expected to be addressed. These may change within the lifetime of these benchmark standards but the following are illustrative examples: innovation, e-commerce, creativity and enterprise, knowledge management, sustainable usage of energy, waste management and environmental conservation, globalization, business ethics and corporate responsibility, values and norms.

4. SUBJECT SPECIFIC AND GENERIC SKILLS:

Graduates are expected to be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to public and private sector. They should also demonstrate relevant personal and interpersonal skills.

Subject Specific skills

- a) Textile specific specialized skills in relation to material, machine, man power, technological and management studies.
- b) Apparel specific specialized skills in relation to fabric, accessories, machine, man power, technological and management studies.
- c) Abilities to design, plan and conduct research into textile and apparel, either individually or as part of a team for projects/dissertations/ presentations.

Generic Skills

- a) Cognitive skills of critical thinking, analysis and synthesis. This includes the capability to identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and generalize appropriately.
- b) Effective problem solving and decision making, using appropriate quantitative and qualitative skills including identification and formulation. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.
- c) Effective communication; oral and written.
- d) Numeric and quantitative skills including data analysis, interpretation and extrapolation.
- e) Effective use of Communication and Information Technology (ICT) for Textile and Apparel applications.
- f) Effective self-management in terms of time, planning, behavior, motivation, self-starting and individual initiative.
- g) Learning to learn and developing an appetite for learning; reflective, adaptive and collaborative learning.

- h) Self awareness, openness and sensitivity to diversity in terms of people, cultures and business issues.
- i) Effective performance, within a team environment including; leadership, team building, influencing and project management skills.
- j) Interpersonal skills of effective listening, negotiating, persuasion and presentation.

Attitudes

Graduates should demonstrate their attitude to work effectively and efficiently in a proactive manner with a sense of ethical and social responsibility with integrity and commitment.

It is recognized that all programs covered by these benchmark standards need to address issues at the Sri Lankan and international levels.

5. TEACHING, LEARNING AND ASSESSMENT

Teaching and learning

Reflecting its scope, approaches for promoting student learning in Textile and Apparel are appropriately diverse and are intended to develop students' analytical, problem-solving and communication skills as well as familiarizing them with subject content. The particular combination of learning and teaching approaches adopted with the objectives, outcomes, contents, aims of degree programme.

In addition to imparting subject knowledge, degree course aims to cultivate students' intellectual curiosity and develop their capabilities as active, effective and independent learners and reflective thinkers.

The majority of students encounter Textile and Apparel for the first time through higher education study, although some may well have experiential learning of aspects of the subject. To support student learning, higher education providers consider the availability of:

- Academic staff whose teaching is confirmed by research and scholarly activity.
- A wide range of easily accessible learning materials such as texts, monographs, multimedia and sample collections, available through libraries, archives, museums or other digital platforms.
- Course modules that combine coherence and progression with opportunities for flexibility.
- Clear, informative documentation on course outlines, content and requirements, course rationales, progression and associated resources.

The learning methodology consists of:

- Basic textile and apparel concepts and debate may be introduced through lectures which signpost and direct students to further reading and investigation.
- Lectures also offer the opportunity for academics to develop more complex arguments and themes, often illustrated through their research or specialist interests.
- Students have the opportunity to develop their own understanding through delivery of papers and presentations, as well as engaging in discussion and debate with tutors and peers, in seminars and tutorials.
- Other methods of teaching may also include the use of film, debate, workshops, and web-based or virtual tutorials.
- Practical activity is important to the quality of experience on a Textile and Apparel course. This may take the form of laboratory work and industrial visits involving observations, measurements, experiments and also visit museums, galleries and performances, or research exercises and fieldwork.
- Many course modules provide the option of supervised project work. In such projects, students have the opportunity to design and carry out a piece of work involving the collection and analysis of primary data (for example through observation or measurement, surveys, mapping exercises, recording interviews, personal narratives or life histories). These exercises may be combined with a dissertation which offers an opportunity for students to experience different stages of the research process from identifying a research question to collect and analyze data and write-ups.
- Students play an active part in the teaching and learning of Textile and Apparel. Many course modules incorporate experiential learning of some kind in which the experience, values and biography of students are used to complement the more orthodox material that comprises the textile and apparel canon. Teaching and learning is often supported by virtual platforms, and different course module makes use of social media, blogs and wikis, for example.

Assessment

Assessment in Textile and Apparel is intended to test knowledge, skills and attitudes related to subject. Many of the assessment methods may involve in written and practical examinations. Further continuous assessment also explore whether the intended learning outcomes have being achieved while working individually or as groups. A range of varied suitable assessment modes are incorporated into course design, both formative and summative. According to the combinations of subjects comprising any particular Textile and Apparel course, assessment is made up of an appropriate mix of some or all of the following:

- Written examinations, which are designed to test students' knowledge and understanding of a module or course subject matter.
- Essays, to allow the opportunity for students to develop a more discursive account or argument, which is supported by reference to primary or secondary literature and completed within a prescribed word limit.
- Presentations, to encourage students to present an argument or a point of view to a peer audience and offer clarification and a reasoned defense, if necessary.
- Dissertations, independent projects or extended essays, to give students the opportunity to identify a topic and carry out a sustained piece of research (based upon library sources, original or secondary data) within a prescribed word length and under the supervision of a member of staff.
- Oral examinations, for example, of dissertations, which allow students to defend and discuss their work in detail with examiners (viva- voce).
- Demonstrations, displays and posters, involving work being prepared in specified ways that demand, for example, presentational, graphical or performance skills.
- Other writing exercises, including project reports, learning journals, wikis and blogs, notebooks and fieldwork reports.
- The presentation of objects, videos and images in a textile and apparel context; for example, producing fashion, films, curiosity cabinets or websites.
- Laboratory-based or fieldwork-based projects.

Scope of Employment of Graduates

Employment is available for the graduates as professionals in Private and Public sectors national and international platform and as entrepreneurs, service providers, knowledge providers and consultants etc.

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