

**Programme Specification**

**Title of Course: MA Fashion Business Management**

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| **Date first produced** | November 2019 |
| **Date last revised** | December 2019 |
| **Date of implementation of current version** | August 2020 |
| **Version number** | v1 |
| **Faculty** | Kingston School of Art |
| **School** | Design |
| **Department** | Fashion |
| **Delivery Institution** | Indian Institute of Art & Design - IIAD |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | MA Fashion Business Management |
| **Intermediate Awards:** | PgCert Fashion Business Management after passing 60 Credits  PgDip Fashion Business Management after passing 120 credits |
| **FHEQ Level for the Final Award:** | Masters award level 7 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Indian Institute of Art and Design (IIAD) |
| **Location:** | B-26, Okhla Phase 1, New Delhi -110020 |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time |
| **Available as:** | Full field |
| **Minimum period of registration:** | One Year |
| **Maximum period of registration:** | Three Year |
| **Entry Requirements:** | The minimum entry qualifications for the programme are:  A good undergraduate degree or equivalent qualification in a related subject.  Applicants with relevant experience but not necessarily the qualifications or disciplinary background identified above, and who demonstrate the necessary skills and intellectual achievement needed to undertake the course will also be considered.  Students applying for IIAD MAY NOT HAVE AN IELTS SCORE BUT WILL BE ELIGIBLE IF THEY HAVE A MINIMUM of 70% and above in English language at their undergraduate programme.  Recognition of Prior Learning: Applicants with prior qualifications and learning may be exempt from appropriate parts of a course in accordance with the University's policy for the Recognition of Prior Certificated Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL).    A personal statement indicating a critical interest in Fashion Industry, a strong motivation to look beyond the boundaries of their discipline, readiness to participate a start-up, and a willingness to work in a multi- disciplinary business environment. |
| **Programme Accredited by:** | N/A |
| **QAA Subject Benchmark Statements:** | [Master’s Degree Characteristics 2020](https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12) |
| **Approved Variants:** | N/A |
| **UCAS Code:** | N/A |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

* To prepare students for a range of professional careers in the fashion industry
* To explore and contextualise the relationship between the design, production, merchandising, sales and distribution, operations and marketing of fashion brands.
* To enable students to understand the changing scenario of digital and social media platform of fashion business and the significance of User Experience and User Interface.
* To initiate and inspire students to develop their capabilities in entrepreneurship, leadership, management and behaviours with regard to the fashion industry.
* To encourage students in adopting analytical, creative and critical thinking approach in acquiring professional skills required in fashion business.
* To develop foundation on management disciplines that is strategic and is relevant to management decision-making
* To equip students with the variety of managerial skills and knowledge required to successfully realize value in the fashion industry domain.

1. **Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks indicated and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to: |  | **Subject Practical Skills**  On completion of the course students will be able to: |
| A1 | Demonstrate understanding of the contemporary context of fashion business and collaborative creative journey of design to markets. | B1 | Exhibit awareness of decision-making process through use of appropriate methodology, analysis and synthesis of data. | C1 | Explore and apply a range of research and consultancy skills acquired through individual project work. |
| A 2 | Demonstrate an understanding of International business and fashion retailing in strategic management of fashion organisation. | B 2 | Engage in application of business management knowledge to the solution of business problems. | C2 | Develop proficiency in IT (Excel) based tools for forecasting and display methods. |
| A 3 | Demonstrate an understanding of key fashion marketing practices – online and offline marketing strategies. | B 3 | Explore recent advances in fashion business and exhibit critical appreciation of these strategic changes. | C 3 | Evaluate use of appropriate media and enhanced presentation skills of conveying the practical applications of concepts. |
| A4 | Apply management disciplines relevant to management decision-making. | B 4 | Engage in a reflective thinking and creative innovative appreciation of the fashion business. | C4 | Demonstrate proficiency in the analysis and interpretation of a wide range of business data |
| A 5 | Apply knowledge of leadership, innovation and organisation behaviour for strategically managing fashion organisations and entrepreneurial start-ups. |  |  | C5 | Work in a multi-disciplinary team |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem-Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Outline Programme Structure**

**Course Structure Diagram for the course**

**Teaching Block 3**

**Teaching Block 2**

**Teaching Block 1**

II7105: Master’s Capstone Project

II7103: Fashion Marketing Practices: Brand promotion and Distribution

II7101: Fashion Business Context: Merchandising, Buying and Retail

II7104: Strategic Fashion Business Management and Entrepreneurship II

II7102: Strategic Fashion Business Management and leadership I

Full details of each module will be provided in module descriptors and student module guides.

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| **Level 7 (all Core)** | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Fashion Business Context: Merchandising, Buying and Retail | II7101 | 30 | 7 | 1 |
| Strategic Fashion Business Management and leadership I | II7102 | 30 | 7 | 1 |
| Fashion Marketing Practices: Brand promotion and Distribution | II7103 | 30 | 7 | 2 |
| Strategic Fashion Business Management and Entrepreneurship II | II7104 | 30 | 7 | 2 |
| Master’s Capstone Project | II7105 | 60 | 7 | 3 |

Students exiting the programme with 60 level 7 credits are eligible for the award of PgCert in Fashion Business Management

Students exiting the programme with 120 level 7 credits are eligible for the award of PgDip in Fashion Business Management

1. **Principles of Teaching, Learning and Assessment**

IIAD promotes and sustains a distinctive pattern of teaching and learning practices. Teaching and learning strategies have been developed in close relation to the business and management practices.

The multidisciplinary nature of the fashion industry draws upon a range of approaches to teaching and learning that includes experiential, interdisciplinary and integrative learning.

The teaching and learning incorporates a mixture of lectures/workshops, case study discussions, project based learning, management simulations together with web-based support, excel and other statistical package sets, which:

1. encourage both the acquisition and transfer of knowledge from a variety of learning contexts and sources
2. develop critical and analytical faculties in the application of that knowledge, and
3. facilitate develop strategies in the solving of problems in the context of the fashion industry.

The use of role-play, simulations, games, and research interviews in Fashion Management and Strategic Management modules will also encourage students to develop their affective (emotional) and cognitive learning – which are considered central to the management and entrepreneurial learning process in this uniquely creative fashion Industry.

The emphasis of the field is on developing students’ capability to develop their particular management and entrepreneurial skills whilst working successfully with others to realize value (i.e. introduce innovations). Both individual and group work is, therefore, encouraged.

The course will draw on the expertise of IIAD’s fashion design team to provide dissemination of knowledge, skills and contextual learning related to fashion domain. The other set of experts will be from core management domain to provide inputs and impart learning in management domain. However, this will be taught with specific reference to case studies in the field of Fashion management. The course also provides for teaching from industry professionals/practitioners from the area of fashion merchandising, buying and sourcing sub-domains which is interdisciplinary and provides a bridge between design and management knowledge, which is unique to management of fashion industry.

Autonomous and interactive learning is facilitated through independent study primarily individually or in action learning sets. Independent study is also supported by the Learning Resource Centres and through the use of personal blogs. Students are expected to manage their own learning. This capability will be particularly important for the development of interdisciplinary group projects, which represent essential vehicles for learning throughout the course.

Lectures and case studies on fashion organizations on issues concerning merchandising management, leadership, entrepreneurship and strategic management will be typically used to impart an understanding and create learning opportunities for students on the conceptual frameworks through intense discussions. This will be furthered through the independent study in which the students will be encouraged and required to prepare and present individual repots in prescribed formats. Seminars/workshops will be organized as they will provide an opportunity for action learning set that will facilitate intra-student group and teacher-student learning opportunities through exchange of ideas, concepts and intense discussions.

Teaching and learning methods include:

• Lectures and Seminars

• Tutorials

• Workshops

• Self-directed study

• Group work

• Reviews/Presentations

• E-learning

• Study visits

• Master class by industry experts

**The Learning Environment**

Learning in Class room Computer lab and Studio is the central strategy. It provides a focus for activities throughout the course; including class projects group case presentations, group and individual tutorials, critiques, work reviews and seminars and colloquiums.

**Lectures**

A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.

**Seminars**

Seminars normally consist of structured student or staff-led presentations followed by discussion. The seminar is usually based upon a topic which has been previously prepared and circulated. Students are required to make visual and/or written presentations of their work to peers and staff in response to a defined brief. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is a fundamental part of the learning strategy. Communication skills (including the ability to engage in positive discussion) are fundamental to the process.

**Tutorials**

Staff teams and visiting lecturers specific to the fashion industry will be selected to deliver specific inputs according to their disciplines. They will be responsible for carrying out the tutorials, either in small groups or individually, and on a one-to-one basis where particular individual support is needed.

Tutorials also provide opportunities for assessment where students receive feedback and feed forward on their work.

**Workshops**

Students are provided with access to a range of resources, including the Learning Resource Centre (LRC), digital media labs (DML), as well as traditional fashion workshops and studios.

**Self-Directed Study**

A large and important element of the students’ learning is self-directed. This enables students to reflect and develop as an individual in a time/frame that is suitable to their needs.

**Group work and interdisciplinary collaborations**

Students are able to establish working contact with others in the postgraduate community. Coursework is designed to enable collaboration.

**Mentoring**

Mentoring is specific and personal and enables students to engage with a specialist in a niche area they may be investigating. Mentoring will help students in the advanced stages of the course.

**Projects**

Students will work on Projects as individuals and as part of a group. A group project may consist of a set of objectives and procedures, often linked to a given theme. An individual project will reflect the specific interests of the student and will be developed over a period of time which is agreed between the individual student and a member of the academic staff.

**Capstone Project**

A capstone project is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student’s academic career at the Institute. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers

**Peer Learning**

Peer learning is a vital component of teaching-learning practices and enables the students to take notice of each other’s work and discuss issues informally. Peer learning also takes place through other activities such as group discussions and seminars.

**Study Visits**

By definition, a study visit will involve travelling to strategic venues of interest which may vary from visits to course specific events such as shows, exhibitions, or visits to industry ports. They form an essential part of the students’ learning experience as they provide the opportunity to see examples of fashion and industry in multiple ‘real life’ contexts.

**ASSESSMENT**

Assessment is both summative and formative. Primarily, summative assessment is intended to identify what has been learned (assessment of learning) and therefore assessed mark counts towards the module grade awarded. Formative assessment is intended to help students to learn (assessment for learning) and provides opportunities for students to identify their strengths and weaknesses, and focus on areas they need to work on and improve. The assessment strategy and criteria are clearly described in every brief and mapped appropriately to the module learning outcomes. The assessment criteria are generally additionally communicated verbally at each briefing.

There will be a Summative assessment at the end of each Teaching Block (TB).

TB 1 – Summative Assessment will be synoptic in nature, integrated learning from two modules (Fashion Merchandising, Buying and Retail - Module Code – II7101 and Strategic Fashion Business Management and Leadership - Module Code II7102) in TB1. There are three elements in this assessment which will combine both the modules. Element 1 - Individual Report, Element 2 - Research Log, Element 3 - Presentation and Viva.

TB 2 – Similarly, assessment in TB 2 will be synoptic, integrated learning from two modules (Fashion Marketing Practices: Brand Promotions and Distribution – Module code II7103 and Strategic Fashion Business Management and Entrepreneurship – Module code – II7104) in TB2. There are three elements in this assessment which will combine both the modules. Element 1 - Individual Report, Element 2 - Research Log, Element 3 - Presentation and Viva.

TB 3 – Assessment will be based on the Master’s Capstone Project in TB 3. There are two elements in this assessment – Research Proposal and Final Dissertation.

Elements of Assessment include:

* *Individual Report* – Students will conduct secondary and primary research on the International Fashion brand selected by them. They will submit an individual report which will integrate various aspects from Module II7101 (Section 1 of the report) and Module II7102 (Section 2of the Report), taught in TB1. Similarly, they will submit an individual report integrating two modules in TB 2. This report will integrate various aspects from Module II7103 (Section 1 of the Report) and II7104 (Section 2 of the report), taught in TB2. This will help in enhancing student’s research, analytical and writing skills.
* *Presentation and Viva* – At the end of TB1 and TB 2, each student will make a presentation based on the research they have conducted of the International fashion brand researched, to a group of IIAD subject panel and industry representatives. This will integrate learning from Module II7101 and II7102, taught in TB1 and learnings from Module II7103 and II7104, taught in TB2. At the end of the presentation, each student will be asked questions by the IIAD subject panel (Viva). This will enable students to enhance their presentation skills and build confidence to answer the questions put forth by the jury members.
* *Research Log* – Research Log is a compilation of all the individual work done in the class for different modules, Reflections, formative feedbacks given by the faculty, industry experts and peers. Writing reflections will enhance their ability to reflect and strengthen writing skills.
* *Research Proposal* – In the final TB 3 students will identify a problem that is grounded in theory and has relevance to the fashion industry for the Module Master’s Capstone Project. They will state a rationale for choosing the topic, provide a brief critical review on the literature and identify the gap in knowledge along with a proposed research methodology. Students will submit a Research Proposal.
* *Final Dissertation* – This is culmination of the entire educational experience of the student’s yearlong learning. Working on the final Dissertation helps students to reflect on the knowledge and skills that they have acquired during degree and learn how to present them to a wider audience including future employers. They will write a Dissertation for their Master’s Capstone Project.

1. **Support for Students and their Learning**

Students are supported by:

**The Personal Tutor Scheme**

**The Aims of the Personal Tutor Scheme**

* To provide appropriate academic advice and guidance throughout a student’s studies by monitoring progress and identifying individual needs.
* To provide a holistic overview and guidance for individual study and the development of personal practice.
* To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
* To help to develop a student’s ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

**Key Features of the Personal Tutor scheme**

* Personal Tutors will be allocated at the beginning of the academic year.
* The introductory/welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key/stages in the academic year.
* Students will keep the same personal tutor throughout their year of study.
* One-to-one meetings will vary in length depending on the profile and needs of individual students.

The Institute employs permanent staff members to lead Level 7. The permanent nature of the staff affords them substantial and visible presence for students and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of Hourly Paid Lectures (HPLs) with domain specific skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

* To help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
* To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
* To explore students’ research aspirations
* To help students gain confidence in contributing to, and learning from, constructive peer review
* To encourage students to become part of a wider disciplinary and/or professional community
* To help students to prepare for the dynamics of supervision

Students are also supported by:

* A Module leader for each module
* Personal Tutors to provide academic and personal support
* A Placement cell to give general advice on placements
* Technical support for practical projects
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee

**In addition, students are supported by:**

* A strategic programme of lectures, seminars and workshops supports the learning experience.
* A diverse range of workshops provides an integral resource to support classroom learning. The workshops are a means of facilitating connections with external partners.

**Staff Structure**

The staff support structure maps to the teaching-learning system.  Course Leader coordinates the course. Curriculum is delivered through 5 modules by the Course Leader and team to provide the appropriate learning and teaching experience. Interdisciplinary modules are staffed by Course Leader and staff across the Institute offering a rich and diverse input into the projects and reviews. Staff mediate this experience across a course, moving from an explicit to implicit role in students’ development, enabling students to learn how to learn and become more progressively independent. Dedicated technicians provide support in technical areas in Digital Media Labs (DML) etc. in conjunction with the academic staff teams.

**Infrastructure**

The School adopts an infrastructure of learning support means beyond the immediacy of academic courses, including:

* Up to date knowledge of relevant systems and procedures
* Student Support Office
* Mentoring Scheme
* RPCL (Recognition of Prior Certificated Learning) /RPEL (Recognition of Prior Experiential Learning)
* SSCC (Staff Student Consultative Committee)
* BOS (Board of Study)
* Annual Monitoring

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
* Moderation policies

1. **Employability and work-based learning**

MA Fashion Business Management addresses the issue of employability by engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners.

This ethos of professionalism are planned and delivered from entry point of this post graduate course. Modules in the course are intended to address the changing and flexible nature of employment in the fashion industry.

The course will equip students with management and entrepreneurial skills that they can use within existing business organisations or to set up their own venture (entrepreneurship) in the fashion Industry.

Students will also be equipped to be the Merchandisers, Buyers, Sourcing Agents, Brand Marketers, Sales and Distribution Mangers, Retail Merchandisers and Managers needed in the Fashion Business Domain.

Students who can facilitate creativity and innovation into business organization will be suitable for Consultancy Roles. In the growing E-Commerce Domain, there are many career opportunities for the students.

**The course has strong links to fashion through a range of guest speakers and industry partners (Design Societies, Buying Offices and Export Associations and Retailers Association of India, E-Commerce for instance).**

1. **Other sources of information that you may wish to consult**

* All students will be provided with the Institutes’ regulations online and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation).
* Details about the programme will be provided in the course handbook, whereas full details of each module will be provided in module handbooks.
* QAA Master’s Degree Characteristics 2015.

<http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10>

1. **Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module Code** | | **II7101** | **II7102** | **II7103** | **II7104** | **II7105** |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | **A1** | S |  |  | S | S |
| **A2** | S |  |  | S | S |
| **A3** | S |  | S |  | S |
| **A4** |  | S |  | S |  |
| **A5** |  | S |  | S | S |
| **Intellectual Skills** | **B1** |  | S |  | S | S |
| **B2** |  | S |  | S |  |
| **B3** | S |  | S |  | S |
| **B4** | S |  | S |  |  |
| **Practical Skills** | **C1** | S | S | S |  | S |
| **C2** | S |  | S |  |  |
| **C3** |  |  | S | S |  |
| **C4** | S |  | S |  | S |
| **C5** | S |  | S |  | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**