

**Programme Specification**

**Title of Course: BA (Hons) Fashion Business Management**

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| **Date first produced** | November 2019 |
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| **Version number** | v1 |
| **Faculty** | Kingston School of Art |
| **School** | Design |
| **Department**  | Fashion  |
| **Delivery Institution** | 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):** | BA (Hons) Fashion Business Management |
| **Intermediate Awards:** | Cert. (HE)Dip. (HE)B.A. (Ordinary) |
| **FHEQ Level for the Final Award:** | Honours degree level 6 |
| **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:** | Three Years |
| **Maximum period of registration:** | Six Years |
| **Entry Requirements:**  | The minimum entry qualifications for the programme are:* Recognised Senior Secondary (XII Standard CBSE) certificate or equivalent
* Equivalent Foundation Diploma from other recognised Institutes (Qualified applicants will be selected according to their performance in the personal interview and portfolio review).
* Students whose prior education has not been in the English Medium will require an IELTS score of 6.0 or equivalent.
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| **Programme Accredited by:** | N/A |
| **QAA Subject Benchmark Statements:** | <http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16> |
| **Approved Variants:** | N/A |
| **UCAS Code:** | N/A |

**SECTION 2: THE COURSE**

1. **Aims of the Course**
* To prepare students for graduate employment as sustainable managers in the international context, research, further study, and lifelong learning by developing their intellectual, practical and key skills
* To provide opportunities for acquiring basic knowledge and understanding of key business disciplines, including fashion business environment, fashion business context, fashion marketing practices, and personal & professional development.
* To develop an appropriate level of critical knowledge and apply the underlying theoretical principles of fashion business management to the fashion industry.
* To enable an approach to learning that encourages students to work independently and creatively whilst enabling them to develop confidence in becoming a reflective independent learner, strategic thinker, and a decision-maker.

The three-year programme aims to provide an opportunity for students to gain their own experience of working in an applied setting. It also aims to enable them to reflect upon it to focus on aspects of this experience that they can relate to theoretical concepts.

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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| **Program 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 | Apply contextual understanding of various aspects of the fashion business environment with a special focus on the dynamics of innovation and entrepreneurship. | B1 | Explore comprehensive extensive breadth and depth of knowledge of contemporary business innovative strategies for new or existing ventures. | C1 | Apply advanced practical understanding of research data handling and statistical skills for business problem solutions.  |
| A2 | Demonstrate knowledge and concepts of key strategic management disciplines such as finance, information systems, organisation behaviour and international business operations. | B2 | Evaluate and understand in-depth the requirements of key functional roles of fashion management within the global context. | C2 |  Demonstrate effective communication skills traditionally and through the application of a range of creative digital media. |
| A3 | Apply learning from a range of key decision-making activities within the fashion marketing practice domain, such as retail management, merchandising and brand promotion.  | B3 | Explore critically research problems and issues to produce solutions and recommendations for decision and subsequent action. | C3 | Demonstrate information technology skills through processing information and learning various e-commerce formats. |
| A4 | Apply problem-solving skills through research, explorations, critical analysis, and subsequent development of solutions within a professional, contextual and ethical framework with team skills. | B4 | Critically analyse and appraise business information. | C4 | Apply research and other planning tools in managing projects in business operations. |

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**

 **Level 4 Level 5 Level 6**

 **TB1 TB2 TB1 TB2 TB1 TB2**

Fashion Business Environment 1

 30

 30

Capstone Project

 60

Fashion Context 2

 30

 30

Fashion Context 1

 30

Fashion Business Environment 3

 30

Fashion Business Environment 2

 30

 30

Personal and Professional Development 3

 30

Personal and Professional Development 2

 30

 30

Personal and Professional Development 1

 30

Fashion Marketing Practice 2

 30

 30

Fashion Marketing Practice 1

 30

 30

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

The programme structure is rooted within the realm of Fashion Context, Fashion Marketing Practices, Fashion Business Environment, and Personal & Professional Development. The programme engenders the development of interdisciplinary learning. The emphasis is on project-based learning so as to enable application of theory to practice. This allows creating an atmosphere where staff and students embark on projects of inquiry as collaborators and active agents. It also reiterates the idea that knowledge is intellectually rigorous and provides an open-ended environment for students.

**Outline Programme Structure:**

Each level is made up of four modules, which total up to 120 credits at each level (4×30 credit modules each). Level 4 has 4 modules and each module is of 30 credits. Level 5 has 4 modules each of 30 credits. Level 6 has 3 modules (2x30 credits and 1x60 credits).

**Level 4**

At Level 4 the emphasis is on enabling students to acquire basic blocks of knowledge and skills in context of Fashion business management. Through each of four modules that make up this level, the concentration is on exposing students to the understanding of fashion business concepts, in order to foster problem solving and decision making. Also important at this level is a preliminary introduction of students to inter-disciplinary and contextual forms of knowledge. At this level, the projects focus on understanding, analyzing and interpretation of their embodied knowledge. The curriculum contents and pedagogy at this level are targeted to develop intellectual, conceptual, communication and problem-solving skills.

Curriculum areas include:

* Fashion Business Context and Environment.
* Elements of Fashion and Design.
* Principles of Fashion Merchandising.
* Visual merchandising.
* Raw materials of Fashion.
* Macro and Microeconomic Analysis and Indian Policy Framework.
* Accounting and Financial Statements Analysis.
* Principles of Management.
* Supply Chain and Logistics Management Principles.
* IT-based Organisation in the Digital Economy.
* Communication Skills for Business.
* Basic Mathematical and Statistical skills.
* Principles of Fashion Marketing.

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| **Level 4**  |
| **Compulsory modules** | **Module Code** | **Credit****Value** | **Level** | **Teaching****Block** |
| Fashion Context I  | II4101 | 30 | 4 | 1&2 |
| Fashion Business Environment I | II4102 | 30 | 4 | 1&2 |
| Fashion Marketing Practices I | II4103 | 30 | 4 | 1&2 |
| Personal & Professional Development I | II4104 | 30 | 4 | 1&2 |

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the programme at this point who have completed 120 credits are eligible for the award of Certificate of Higher Education in **Fashion Business Management**

**Level 5:**

The four modules of Level 5 enable projects and assignments-based learning, geared towards application of theoretical knowledge. In this level, the project-based learning takes special prominence as students engage with the practices and concepts of their chosen field through increasingly challenging projects. The programme is designed across levels to guide the students towards independent study.

Curriculum areas include:

* Fashion Forecasting & New Product Development.
* Apparel Production & Quality Management.
* Merchandising for International Markets
* Buying and Sourcing of Fashion Apparels
* Fashion Brand Promotion.
* Fashion Retail Store Operations Management
* In Store Sales & Customer Relationship Management.
* International Fashion Business Operations.
* Website development: UI and API development tools.
* Business Analytics: using Statistics and MS-Excel

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| **Level 5** |
| **Compulsory Modules** | **Module Code** | **Credit Value** | **Level** | **Teaching****Block** |
| Fashion Context II  | II5101 | 30 | 5 | 1&2 |
| Fashion Business Environment II | II5102 | 30 | 5 | 1&2 |
| Fashion Marketing Practices II | II5103 | 30 | 5 | 1&2 |
| Personal & Professional Development II | II5104 | 30 | 5 | 1&2 |

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the program at this point who have completed 240 credits are eligible for the award of Diploma of Higher Education in **Fashion Business Management**.

**Level 6**

The final level (Level 6) of the programme is divided into two phases comprising 60 credits each. The first phase focusses on further refining of the intellectual position of the management researcher about the Fashion Business Environment and the context of the Business Domain. This module helps the students gain knowledge about the chosen business domain, research methodology and the project brief. This module helps the students to start preparation for the major capstone project. In this, the student has to suitably demonstrate his/her ability to take on the role akin to that of a professional practitioner.

The second phase is about the implementation of the Capstone Project as a final project, the student thus chooses and initiates a particular project in the business domain decided in the earlier phase. In this project, the student will not only suitably demonstrate their ability to critically evaluate a chosen business domain, but also develop essential skills of running a successful management practice.

Curriculum areas include:

* Research Methodology.
* Practice related Document Development.
* Managing Teams at Work Place
* Self-promotion & Communication skills.
* Business Problem Resolution & Formation of Hypotheses
* Planning Tools for Management of Project.
* Self-initiated investigation and research of Major Project theme/s and field of study acknowledging context, need, and objective.
* Critical self-reflection on the Personal Project Development Process and Outcome.
* Exit strategy, research into employment opportunities and or opportunities for further study.

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| **Level 6**  |
| **Compulsory Modules** | **Module Code** | **Credit****Value** | **Level** | **Teaching Block** |
| Fashion Business Environment III | II6101 | 30 | 6 | 1 |
| Personal & Professional Development III | II6102 | 30 | 6 | 1 |
| Capstone Project | II6103 | 60 | 6 | 2 |

Level 6 requires the completion of all modules.

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

The teaching and learning strategy of the programme focusses on developing a judicious mix of theory and practice. The projects, case study discussions, PowerPoint presentations and assignments enable students to explore and conduct primary and secondary research, which helps in developing their analytical and conceptual skills. The assessment strategy ensures that students have explicit formative opportunities for practice and to help them achieve their full potential in summative assessment. A range of methods will be selected to actively engage students, including problem and inquiry-based learning, industry research and peer-assisted learning. The first year of study concentrates on the main knowledge transfer to familiarise students with main business concepts. This is reflected in the main assessment strategies in level 4.

Across levels 5 & 6, the focus shifts to application of the theoretical knowledge to practice. Students are encouraged to work in group assignments for team building as well as to develop pragmatic and work-based required skills. The programme is designed in a way that students are guided towards a more independent study across levels.

At Level 6, there is an emphasis on encouraging integrative learning that draws upon the prior consolidated learning of modules at level 4 and 5. The project-based learning at this level ensures working in an atmosphere where faculty and student embark on projects of inquiry as collaborators. To further support students personal tutors are provided who remain with them throughout the duration of the course and who are expected to identify and discuss areas of strength and weakness in each student's knowledge and skills set. The feedback received from personal tutors will feed forward to second year to ensure continuous guidance and support to the students throughout the programme,

The teaching and learning strategy incorporate:

The delivery of modules will also include lectures, seminars, workshops, group critique, individual tutorials, demonstrations, project-briefings, study visits, peer-learning activities, and independent study.

* **Lectures** - A member of staff or Guest Faculty will provide input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.

* **Case study Discussions** -Cases are used to study real-life business situations faced by a real company in the past these are expected to generate intense thought-provoking discussions around the theory discussed in the class. The case study method also uses the application of theory and concepts to generate solutions and decision-making alternatives for a business situation /issue. Groups and individual PowerPoint presentations are made by participating students to present their business
* **Seminars** - Seminars normally consist of a structured discussion that may be student- or staff-led presentations followed by discussion. The seminar is usually based upon a topic that has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.
* **Group Review** -. On these occasions a group of students and members of staff and, if appropriate, invited industry guests will discuss the work of one or more students who are present. Group reviews can take place in studios or students' workplace, if appropriate; the work to be discussed might be more formally exhibited. Discussion of this kind provides an ideal arena for the realisation of common issues and the dissemination of ideas. Reviews also provide an invaluable form of self-appraisal; since the student will not only receive individual oral feedback but will indirectly learn through the discussion centred upon the work of other members of the group. Additionally, group reviews provide opportunities for ‘feed-forward' concerning project aims, programme aims and student outcomes.
* **Tutorials** - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support essay and project initiatives, and to guide and facilitate further independent and creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feedforward on work in progress.
* **Demonstration** - This often involves the first introduction to a process, technique or equipment not previously experienced to a group of students. It is intended to make students aware of the potential and characteristics of equipment and skills. It is not intended that every student will necessarily go on to learn and apply the skills or knowledge.
* **Study Visits** - By definition, a study visit will involve travelling to strategic venues of interest that may vary from visits to galleries and museums or course-specific events such as exhibitions, or visits to industry or sites such as ports. They form an essential part of the students learning experience as they provide the opportunity to see examples of design and industry in multiple ‘real-life' contexts.
* **Briefings** - A briefing takes place to make known and explain specifics of projects; theme, aims & objectives, learning outcomes, timetable etc.
* **Peer Learning** - The peer learning in a group project enables students to take notice of each other's work and discuss progress and issues informally. Peer learning will also take place through other activity such as group crits and seminars.
* **Independent Study** - By independent learning, the institute means the following: -

Each module is divided into contact and non-contact hours with faculty. The independent study comprises the non-contact hours. Independent learning as we see it is also incrementally phased in the programme with students becoming more and more self-dependent in their learning as they make their way up the levels.

We also understand independent learning as being qualitatively different from contact hours with the faculty, in the sense that here the students take a leading role in the learning process.

* **Research/Professional Practice Informed Teaching** - Research-informed teaching operates throughout the course, with research activities and professionally engaged staff integrating and contributing their current and on-going knowledge in the development of the programme, the curriculum, the modules and the course’s teaching and learning processes. Knowledge and understanding of research skills and techniques are implicit in the research process and as such permeate the course.

**Assessment:**

Assessment is both formative and summative.  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 work is marked and feedback given, but the mark does not count towards the module grade awarded.  The assessment strategy and criteria are clearly described in every written brief and mapped appropriately to the module learning outcomes.  The assessment criteria are generally additionally communicated verbally at each project briefing.

**Modes of Assessment include**:

* **Group Report**: In level 4, Group Report will be prepared by the students. They will select a Domestic Apparel Fashion Brand and conduct Secondary and Primary research on that Brand. This will also require building upon the subject knowledge and making a conscious effort to find out what experts know as well as conducting a review of existing literature. This assessment will be synoptic, integrating modules (II4101, II4102, II4103 & II4104) in Level 4. Research conducted on Module II4101 will form Section 1 of the Group report, Module II4012 will form Section 2 of the report and Module II4103 will form Section 3 of the report. Learnings from Module II4104 – are applied to section 1, 2 and 3 of the Group report.
* **Individual Viva**: In Level 4, based on the Group report submitted where research was conducted on the chosen Domestic Apparel Fashion Brand, IIAD subject panel will take individual viva for each student. This assessment will be synoptic, integrating modules (II4101, II4102, II4103 & II4104) in Level 4. This will help them in learning how to defend their arguments.
* **Written Exam**: In level 4, written exam will be conducted in subject areas which require the students to develop conceptual understanding of fashion Business Environment and statistical analysis. This element of assessment will apply to modules (II4102 & II4104) of Level 4.
* **Individual Presentation**: In Level 5, students will work on and international brand. This will be synoptic assessment integrating modules (II5101, II5102, II5103 & II5104) in Level 5.

Individual Presentation as a summative assessment is also a part of Level 6. This will help in enhancing presentation skills of the students and to pitch their ideas to the industry.

* **Individual Report**: In Level 5, student will prepare a report on the international brand that they have selected. This will be synoptic assessment integrating modules (II5101, II5102, II5103 & II5104) in Level 5. The individual report will have four sections. Learnings from each module will form one section of the report.
* **Research Log/Portfolio**: This submission will take place in Level 5. It is a useful document to think about what is learned on any given day and record specific experiences or events which have the potential to change one’s practice approach in the future. It involves compilation of all class work done, data collected and Feedback given by the peer, faculty members and industry experts. This will integrate modules (II5102, II5103 & II5104). In the module (II5101) students will make a portfolio that will compile raw materials used by the brand, different forms of stitching, art of various states, report of visits to the export house and retail outlets.
* **Research Report**: In Level 6, students will submit a research report (for module II6101) on the internship project that they have done.
* **Reflective Log**: In Level 6, students are required to submit a reflective log on the journey of their internship. It will also include all the class work and industry profile.
* **Research Proposal**: In Level 6, students will select an area of research, conduct secondary and primary research on it and write a research proposal. This could also include need gap identified during their internship with the industry on which they would conduct extensive research. It could also be a Business Plan of a new start up. Work on Research proposal will begin in TB 1 of level 6.
* **Research Project paper/Dissertation**: Based on the topic chosen in their Research proposal, students are required to conduct in-depth research and write a Dissertation of 12,000-15,000 words. The self-initiated project is designed to be a culminating educational experience for students. The Dissertation will have chapters – Introduction, Literature review, Research Methodology used, Findings and Analysis, Conclusions and Recommendations.
1. **Support for Students and their Learning**

Students are supported by:

**The Personal Tutor Scheme**

 Aims of the Institute’s 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 on-going 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/feedforward to best advantage.

Key Features of the Institute’s 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 each year: Level 4, 5, 6.
* 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 levels 4, 5 and 6. The permanent nature of the staff affords them substantial and visible presence for students across all levels and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of Adjunct Faculty staff with project-related skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

Level 4:

* Teaching block 1: minimum of 3 1:1 meeting
* Teaching block 2: minimum of 2 face-to-face meetings (maybe group or 1:1)

Level 5:

* Welcome back and year planning meeting, 1:1
* End of teaching block 1: email contact or 1:1
* End of teaching block 2 email or 1:1

Level 6:

* Welcome back and year planning meeting, 1:1
* End of teaching block 1: email contact or 1:1
* End of teaching block 2 email or 1:1

Students are supported by:

IT Lab

A large no of skill-based courses within IIAD take place in the IT Lab and the studio at the heart of the learning support experience. Excel-based learning, Statistical Based skills and also Web Designing, E-commerce, In-stores sales CRM solutions are taught in the IT Lab. The studio is used or teaching courses like Fashion Context (especially for fashion forecasting & Range development) which is interdisciplinary by nature. Both of these environments accommodate 1:1 contact and individual learning.  A strategic programme of lectures, seminars and workshops supports the It Lab/ studio learning experience.

Workshop Structure

The diverse range of workshop spaces provides an integral resource to support Skill-based Personal and Professional Development. They are in addition to the IT Labs/studio space and are equipped with particular, specialist facilities/ technical support for all programmes. Discipline-specific workshops support the students learn raw material and technical requirements like product quality.

Staff Structure

Course leaders coordinate all levels within a course. Undergraduate courses have individual level leaders who provide a consistent point of student contact. They are operational figureheads who work together with staff teams and adjunct faculty (incorporating Module Leaders) to deliver the appropriate learning and teaching experience.  Staff mediate this experience across each level or stage of 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 technical instructors provide workshop space learning support in conjunction with the academic staff teams.

Student Project Poster Exhibitions

Poster exhibitions are conceived to enable students to demonstrate critical self-selection and creative ambition concerning a strategically acknowledged graduate or professional audience or sector. At the end of Level 6, it reflects the individual student's highest achievement after the course.

Infrastructure

The Institute adopts an infrastructure of learning support means beyond the immediacy of academic courses.  These broadly divide into key mechanisms and enhancement opportunities, including:

* Student Office with a dedicated Administrator
* Non-Academic Student Support Counsellor
* RPL (Recognition of Prior Learning) processes
* Staff/Student Consultative Committee. (SSCC)
* Board of Study (BOS)
* Information on Scholarships
* Language Support for local students
* Information Services, including the Library Resources
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 MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers
* Professionally active and academically qualified staff
* Staff links with industry and organisations
* Feedback from the advisory board
* Feedback from industry through internships
* Annual staff appraisals to identify staff development/training opportunities
* Liaison Officer
1. **Employability and work-based learning**

The institute 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 MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers
* Professionally active and academically qualified staff
* Staff links with industry and organisations
* Feedback from the advisory board
* Feedback from industry through internships
* Annual staff appraisals to identify staff development/training opportunities
* Liaison Officer
1. **Employability Statement:**

All courses in the Institute address the issue of employability through 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 is planned and delivered through the course curriculum at all levels, especially through the Personal and Professional Development modules in all three levels. These modules focus on developing professional skills of students; helping students transform themselves into reflexive, rigorous, ethical and entrepreneurial professionals and introducing them to business practices, contractual obligations/responsibilities to develop their forms of working.

As a result of our courses active engagement with employability at all levels, our graduates would go on to a varied range of internships and destinations across the Fashion Industry. Graduates of the Fashion Management course will have completed a capstone project and will opt for jobs such as Fashion Store Managers, Brand & Promotion Managers, Buying and Sourcing Agents, International Business Merchandisers, Product Development Managers, Export Managers, E commerce Category Managers and Visual Merchandisers.

This commitment to sustainable employability is delivered by each course in several ways, including:

* Professional Exhibitions and Conferences
* Field trips and site visits.
* Communication & Presentation skills (verbal, visual and written)
* Group projects/peer learning
* Guidance on Time management
* Projects promoting Entrepreneurship
* CV writing
* Symposia
* Projects involving research into employment opportunities

 **Work-based learning:**

On the completion of second year students go for four months long internship to the industry which is credited and they are actively encouraged. It is the responsibility of individual students to source and secure such internships during the breaks between levels. This allows students to reflect upon their own experience of working in an applied setting, to focus on aspects of this experience that they can relate to theoretical concepts and to evaluate the relationship between theory and practice. Students go to industries which deal in back end operations, front end operations, fashion promotion firms, fashion E-commerce, content writers with magazines or bloggers. They are able to apply their class room learning in these fields.

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

**QAA Subject Statements**

Art & Design

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16>

**Indian Institute of Art and Design website**

http://www.iiad.edu.in

**Kingston University website**

<http://www.kingston.ac.uk/undergraduate/>

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.

|  | **Level 4** | **Level 5** |  **Level 6** |
| --- | --- | --- | --- |
|  | **Module Code** | Fashion Business Environment I | Fashion Context I | Fashion Marketing Practice I | PPD I | Fashion Context II | Fashion Marketing Practice II | Fashion Business Environment II | PPD II | Fashion Business Environment III | PPD III | Capstone Project |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  | s | s |  | s | s |  |  | s |  |  |
| A2 | s |  |  |  |  |  | s |  | s | s |  |
| A3 |  | s | s |  | s | s |  |  |  |  |  |
| A4 |  |  |  | s |  |  |  | s |  | s | s |
| **Intellectual Skills** | B1 | s |  |  |  |  |  | s |  | s |  | s |
| B2 |  | s | s |  | s | s |  |  |  |  |  |
| B3 |  | s |  |  | s |  |  |  |  | s | s |
| B4 |  |  |  | s |  |  |  | s |  | s | s |
| **Practical Skills** | C1 |  |  |  | s |  |  |  | s |  | s |  |
| C2 |  |  | s | s |  | s |  | s |  | s |  |
| C3 |  |  | s | s |  |  |  | s |  |  |  |
| C4 |  |  |  |  |  |  |  | s | 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.**