

**­Programme Specification**

**Title of Course: MA Fashion**

**Date Specification Produced: November 2012**

**Date Specification Last Revised: August 2019**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | **MA Fashion**  |
| **Awarding Institution:** | **Kingston University** |
| **Teaching Institution:** | **Kingston University** |
| **Location:** | **Department of Fashion,** **The Design School,** **Kingston School of Art, Knights Park** |
| **Programme Accredited by:** | **N/A** |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

Fashion at Kingston is recognised globally by leading designers and the fashion industry at large as an established centre of excellence. The MA Fashion course at Kingston has been designed to give students the chance to build on their previous experiences, allowing them to create a strong MA fashion portfolio and fashion identity under the guidance of professionals. .

The role of the fashion designer is changing within a digital age through a return to craft and DIY fashion as some of our finest fashion designers respond to crisis with their inventive and daring, yet fashion conscious, ethical offerings. This fashion ethos is reflected in the development of the student’s unique fashion design brand, established whilst studying for their masters in fashion with Kingston University. Students from diverse cultures and backgrounds are encouraged to work alongside each other in a creative and stimulating environment and be united by their common aim to become experimental practitioners within the broad framework of fashion. Students will work both independently and in groups and be supported with one-to-one guidance from external practitioners in their chosen field. The course is designed to take the cohort on a creative journey and is therefore aimed at highly motivated, self-managing individuals who are committed and ready for a challenge.

In this intensive and demanding course the student will be expected to be resourceful and take advantage of the excellent facilities and expertise at the University to realise their ambitions. MA Fashion is closely linked to other postgraduate courses in the Design School, where students specialising in Fashion as a main area of study will collaborate on interdisciplinary projects. Collaborative projects which map to, and challenge the fashion student to further develop their disciplinary interests and study in the wider context and understanding of the influences and impact of thinking from other related design subjects, will be offered. Collaboration is an important aspect of the identity and the community of interdisciplinary practice at Masters level in the School.

Graduates from this course will aim to work as visionary fashion designers working on collaborative projects or setting up their own label or further study for a PhD. Students will have the opportunity to showcase their work during the London Fashion Week. The course provides vital exposure to industry and media adopting research and practice-led teaching to encourage real world connections and experiences. The final Major Project, the ‘capstone’ project, is the single most significant expression of individual position and a direct bridge to future potential pursuit. It offers real insight and experience from a creative perspective as well as a practical and in some cases a business perspective.

The course includes an integrated work placement or placements, which enables students to further develop their professional skills and enhance their employability. From the start of the course, students will begin to work to secure (a) placement(s) suitable for their course and career, supported and advised by the Careers and Employability Services team and the Professional Placement Module Leader. Workshops are provided on CV creation, interview techniques and placement searching, with drop-in sessions to provide additional support. In order to take the Professional Placement module, students need to have arranged a placement, approved by the Course Leader, by the end of the preceding teaching block. Students undertake the placement either before the final module, or following the completion of the final module. During the placement students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Skype. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available. Students will be required to keep a critical diary of the tasks and duties undertaken during their placement, to provide a framework for a reflective essay and work placement report, which is submitted for assessment at the end of the placement. They will also assemble and collate samples of work and evidence of achievement produced during their placement which will also be submitted for assessment. Placement providers will be asked to appraise the students’ work and this feedback will be made available to the student. The placement module will be assessed on a pass/fail basis.

This integrated placement(s) provides students with a valuable opportunity to apply and develop their knowledge and skills in a professional working environment, enabling them to deepen their knowledge of the industry, develop their self-confidence, and strengthen their CV. Students undertaking placement activities are in a stronger position to gain the skills and experience which are valued by employers.

1. **Aims of the Programme**
* To explore, challenge and debate processes of creative endeavour within fashion and related areas
* To research, develop and establish a sophisticated visual communication vocabulary from primary and secondary sources
* To initiate and inspire a developing process of study within an interdisciplinary design context in the Faculty
* To challenge established practices and practise successfully within fashion-related art and design contexts
* To develop effective and constructive working relationships with guest speakers and other external contacts
* To develop a capacity for critical thinking and acquisition of advanced skills necessary for successful design practice
* The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning
1. **Intended Learning Outcomes**

The programme outcomes are referenced to the UK Quality Code for Higher Education, the QAA Master’s Degree Characteristics 2015, the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), an awareness of the undergraduate subject benchmarks for Art & Design, and relate to the typical student.  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other 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 specialist knowledge stemming from in-depth enquiry into current fashion theory and practice | B1 | Exhibit critical awareness of the holistic context and conceptual nature of the topics covered in this course. | C1 | Demonstrate advanced creative and organisational skills necessary to critically realise an innovative solution to a defined fashion brief. |
| A2 | Demonstrate critical, reflective approach to their own work in response to the brief requirements | B2 | Engage in advanced research and critical analysis and the informed application of theoretical studies throughout the design process. | C2 | Explore the effective communication of ideas, knowledge and understanding through professional quality presentation work (visual, written and oral) |
| A3 | Critically evaluate a range of approaches in design in order to justify their specialist fashion practice. | B3 | Explore advanced individual creativity, vision, personal expression and intellectual faculty sufficient to facilitate high quality practice. | C3 | Develop a practical and high-level understanding of a range of methods, materials, processes and technologies appropriate to the exploration of fashion issues. |
| A4 | Demonstrate a systematic, in-depth knowledge of fashion design processes within the framework of professional practice. | B4 | Resolve complexity and contradiction in an intricate and specialist knowledge base using advanced methods and processes of analysis and reflection | C4 | Demonstrate the application of creative and analytical skills which are sophisticated and progressive |
|  |  |  |  | C5 | Demonstrate professional skills (including self-presentation, communication, interpersonal/ teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice). |

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. **Entry Requirements**

The minimum entry qualifications for the programme are:

A good BA (Hons) degree or equivalent qualification in fashion or a related subject, such as textiles.

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.

A minimum IELTS score of 6.5, TOEFL 88 or equivalent is required for those for whom English is not their first language. Applicants from one of the recognised [Majority English Speaking Countries (MESCs)](http://www.kingston.ac.uk/international/studying-at-kingston/language-requirements/#mesc) do not need to meet these requirements.

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).

1. **Programme Structure**

This programme is offered as a full field in full-time, part-time and ‘with professional placement’ modes, and leads to the award of MA Fashion. Entry is normally at level 7 with an undergraduate degree in fashion or related area. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning, including sandwich programmes**

Work placement is an integral part of the 2-year programme and students will receive support from the award winning Careers and Employability Services team.

While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services team offer each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers’ expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

**E3. Outline Programme Structure**

The MA Fashion is made up of five modules that are assigned to three phases referred to as Teaching Blocks (TB) all at Level 7. Phases are progressively more challenging as students progress through the field. Each Teaching Block is normally made up of 2 modules each worth 30 credits with the exception of the Major Project in TB3, which is worth 60 credits. Typically, students should complete 60 credits at the end of each TB. The course is delivered full-time over one year, and part-time over two years. All students will be provided with the University Postgraduate Regulations (PR) and the Course Handbook.

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

Students on the 2-year programme (with integrated placement) must complete all modules except the final ‘capstone project’ module, by the end of TB2, and then work in their placement(s) for a maximum of 12 months. Alternatively, students may choose to complete all modules and then work in their placement. The student should confirm that their placement opportunity is available by the end of the preceding teaching block, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

**Full-time**

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| **Level 7**  |
| **Compulsory modules** | **Module code** | **Credit** **value** | **Level**  | **Teaching Block** | **Pre-requisites** |
| **Designing Research** | DE7300 | 30 | 7 | 1 | None |
| **Fashion Context I** | FN7300 | 30 | 7 | 1 | None |
| **Creative Futures** | DE7301 | 30 | 7 | 2 | None |
| **Fashion Context II** | FN7301 | 30 | 7 | 2 | None |
| **The Major Project** | DE7302 | 60 | 7 | 3 | DE7301 |
| **Professional Placement** | WP7000 | 120 | 7 | 3 (Yr 1) and 1, 2 (Yr 2)OR1, 2, 3 (Yr 2) |  |

**Part-time**

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| **Level 7**  |
| **Compulsory modules** | **Module code** | **Credit** **value** | **Level**  | **Teaching Block** | **Pre-requisites** |
| **YEAR 1** |
| **Designing Research** | DE7300 | 30 | 7 | 1 | None |
| **Fashion Context I** | FN7300 | 30 | 7 | 1&2 | None |
| **Fashion Context II** | FN7301 | 30 | 7 | 2&3 | None |
| **YEAR 2** |
| **Creative Futures** | DE7301 | 30 | 7 | 1 | None |
| **The Major Project** | DE7302 | 60 | 7 | 2&3 | DE7301 |

Students exiting the programme with 60 credits are eligible for the award of PG Certificate in Fashion.

Students exiting the programme with 120 credits are eligible for the award of PG Diploma in Fashion.

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

The Design School promotes and sustains a distinctive pattern of teaching and learning practices. Teaching and learning strategies have developed in close relation to the design subjects, disciplines and the creative industries. The ways in which students develop knowledge and understanding of their subject is equally distinct, with a strong emphasis being placed on the management of increasingly complex studio based practical design projects. Although the nature of the design project is that of a holistic design experience the aims of the modules are distinct in the practical project undertaken by the student and as such are assessed individually and collectively in relation to the modules aims.

Students are strongly encouraged to develop their own informed and creative approach, taking into account contemporary research, current industry and design practices. This is achieved through the teaching philosophy in the School, which highlights the importance of knowledge of the contemporary and future design context and through awareness of the forces and issues that influence society and industry to meet the needs of present and future generations.

The approach to Teaching, Learning and Assessment within MA Fashion is informed by Kingston University’s Strategic Plan. In particular this provides an emphasis on key aspects of our approach:

* The encouragement and support of high quality teaching informed by research and best practice.
* An environment that will create, test, share and spread knowledge for its own sake.
* Those delivering teaching will be engaged in the development of their discipline.
* The course team will enable students to have the choices and the skills needed for fulfilling professional employment.

A combination of staff and student-lead learning principles have been used in the design of the curriculum and the overarching approach to learning and teaching related to both disciplinary and interdisciplinary knowledge. The emphasis is on directed and self-directed learning delivered through design projects within modules in a studio environment.

Studio design projects test the development, application and understanding of knowledge and practical skills in an integrated and holistic way. Project briefs are devised in relation to the aims and outcomes defined in the overall module descriptor and will be available to the student through a module guide. Each project outcome is normally assessed at a critique although certain projects may also have an interim formative review stage to verify progress and provide an opportunity for a student to receive informal feedback.

Teaching and learning methods include:

1. Lectures and Seminars
2. Tutorials
3. Workshops
4. Self-directed study
5. Group work
6. Critiques/Presentations
7. E-learning
8. Study visits

Although the major teaching and learning components of the course are the design projects, a range of other activities aim to make the learning process a rich and rewarding experience.

**The studio environment**

Studio teaching and learning is the central strategy. It provides a focus for activities throughout the course, including design projects, group and individual tutorials, critiques (crits), work reviews and seminars.

Studio-related work can take place outside the physical studio environment (eg in lectures, workshops or on location), though the studio itself is the primary place for informal peer-assisted learning. The course studio operates on a flexible system and is combined with an area for group discussion. Additional rooms may be booked for group crits, seminars and lectures, including specialist knit studio, professional sample room as well as the Faculty’s 3D workshops, photography studio and digital media studios.

**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. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.

**Tutorials**

Teaching is structured in relation to the project timetable, with tutors from a mix of backgrounds (professional practice, academic, industry). Staff teams and visiting lecturers specific to the fashion industry are selected to deliver specific briefs according to their disciplines. The members of the teaching team are responsible for carrying out the studio 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 formative assessment where students receive feedback on completed work and feed forward on work in progress.

**Workshops**

Students are provided with induction courses dealing with research and advising them how to access a range of resources, including the LRC, digital media workshop (DMW), as well as traditional 3D workshops.

**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 projects are designed to enable collaboration. Groups will be led by cross discipline practitioners from the School and/or faculty and external experts.

**Critiques**

The critique (crit) or work review of the project/s is a fundamental part of the learning strategy. Students are required to make visual and/or written presentations of their work to peers and staff in response to a defined brief. Communication skills (including the ability to engage in positive discussion) are fundamental to the process. Formative oral feedback is given during the course of the critique and is normally followed by a summative assessment of their final submission.

**Mentoring**

Mentoring is specific and personal and enables students to engage with a specialist in a niche area they may be investigating such as sustainability or Nano technology. Mentors add value to the core team on a supply and demand basis offering individual tutorials for a limited time off site.

**Projects**

The term ‘project’ is used in two ways. Set projects consist of a set of objectives and procedures, which are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project usually has a strict deadline. Students also devise their own projects (self-initiated briefs). This kind of project comprises a body of work which reflects the specific interests of the student and which may be developed over a period of time which is agreed between the individual student and a member of the academic staff. The major ‘capstone’ project helps students to reflect on the knowledge and skills that they have acquired during their studies and learn how to present them to a wider audience including future employers.

**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 university. 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**

A vital component of teaching and learning practices of the design courses. The work of the course is largely studio based, and thus enables students to take notice of each other’s work and discuss issues informally. Peer learning also takes place through other activities such as group crits and seminars.

**VLE (Virtual Learning Environment)/Canvas**

The VLE is an online environment that aims to make the most effective use of a range of virtual teaching and learning tools. The School is involved in the development of online materials to support course, School and Faculty content. The aim is to develop a flexible set of virtual resources demonstrating skills, processes and methods valuable for enhancing creativity and knowledge throughout the Design School. Additionally the VLE seeks to enhance communication, a sense of community and inter-course discussion and debate.

**LinkedIn Learning** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

**Study Visits**

By definition, a study visit will involve travelling to strategic venues of interest which may vary from visits to galleries and museums or to course specific events such as shows, exhibitions, or visits to industry or sites. 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.

**Work Placement**

The integrated work placement is primarily reliant on independent activity on the part of the student, with some support from their tutor.  During the period of the placement(s) students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Skype. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available.

**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 written brief and mapped appropriately to the module learning outcomes. The assessment criteria are generally additionally communicated verbally at each project briefing.

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

**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/s of study.
* One-to-one meetings will vary in length depending on the profile and needs of individual students.

The Design School 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 project related 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
* A Course Director to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* A Placement Tutor to give general advice on placements
* A dedicated Fashion Placement Officer
* Technical support for practical projects
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site`
* Careers and Employability Services Team who provide support for students prior to undertaking work placement(s).
* LinkedIn Learning – an online platform offering self-paced software tutorials
* A substantial Academic Success Centre that provides academic skills support for both Undergraduate and Postgraduate students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students

In addition, students are supported by:

**Studio Structure**

All courses within the Design School place the studio at the heart of the learning support experience.  The studio is both a physical environment and a design education ethos. It affirms course and student identity with each course owning its own dedicated studio space(s) and each course level (undergraduate) its own studio within this. The typical developmental curriculum journey from principles to processes to practices may be mapped to individual studio experiences.   The studio provides a natural and readily available environment for peer-to-peer learning and group work. It also accommodates 1:1 contact and individual learning.  A strategic programme of lectures, seminars and workshops supports the studio learning experience.

**Workshop Structure**

The diverse range of Faculty workshop spaces provides an integral resource to support studio learning. They are an extension of the studio space but equipped with particular, specialist facilities.  The workshops are a primary means of facilitating connections with external partners.

**Staff Structure**

The staff support structure maps to the studio system.  Course directors coordinate all levels and studios within a course with each level having dedicated studios with access to specialist knit studios and technical sampling areas .The Curriculum is delivered through projects within 5 modules by the Course Director and visiting HPL lecturers to provide the appropriate learning and teaching experience. Interdisciplinary modules are staffed by Course Directors and P/T staff across the School offering a rich and diverse input into group projects and crits. 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 technicians provide support in technical areas such as knitwear and garment technology within the department and in the Faculty 3D workshop, Digital Media workshops (DMW) and Photography in conjunction with the academic staff teams.

**Infrastructure**

The School adopts an infrastructure of learning support means beyond the immediacy of academic courses.  These broadly divide into key mechanisms (course facing e.g. NSS) and enhancement opportunities (student facing e.g. Erasmus), including:

* Up to date knowledge of relevant University systems and procedures
* Student Support Office
* NUS (National Union of Students)
* Mentoring Scheme
* RPCL (Recognition of Prior Certificated Learning) / RPEL (Recognition of Prior Experiential Learning) processes
* Postgraduate Survey
* SSCC (Staff Student Consultative Committee)
* BOS (Board of Study)
* Annual Monitoring
* Erasmus Exchange programmes
* Information on Scholarships and Bursaries
* Alumni and Graduate Experience
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 (Module Evaluation Questionnaires) and a Postgraduate Survey
* Moderation policies
* Feedback from employers
1. **Employability Statement**

All courses in The Design School 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 from entry point to this post graduate course. Students will engage in projects in Fashion Context 1 i.e. ‘Signature’ to position themselves as graduates embarking on a postgraduate programme. This is followed by ‘Network’ in Fashion Context 2 in teaching block 2 where students are required to establish their own networks as well as responding to company briefs to position themselves in preparation for graduation.

Students will engage with course sponsors Givaudan and In Crops who set briefs for specialist areas within Fashion Perfume and plant-based materials. By engaging with complementary and fundamental areas, the students will understand the importance of subsidiary areas and offer the clients a unique creative input which is showcased at the final degree show exhibition.

The Major Project Exhibition encourages students to promote their Major project through an exhibition or show relevant to their work. They will produce a website and other promotional material often in collaboration with Communication Design graduates

Recruitment agencies are actively involved with the Fashion department and promote the course. In Design and Smith & Pye will visit the University to pre select graduates and sign onto their books. Abercrombie and Inditex (Zara) and Max Mara will recruit before the students graduate by setting a project and inviting undergraduate and postgraduate students for interviews.

Students are prepared through Fashion Context II to write CVs, covering letters produce projects to mail or email, and practise interview techniques.

The online graduate site Arts Thread will visit to instruct uploading onto the site and to give an insight into securing the first job on graduation.

Students are trained to perform as designers in the fields of womenswear, knitwear, menswear and creative pattern cutters, but the nature of the course allows our students the flexibility to enter also into non-fashion specific creative roles. Graduate destinations have included roles in design, production and styling in Selfridges, TopShop, Elena Miro and New Generation at London Fashion Week. Graduates have also entered HE teaching at Westminster, Instituto Marangoni and London College of Fashion. Others have set up their own practices or continued their studies by undertaking a PhD in conjunction with the Faculty Research Department.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the services of the Careers and Employability Services team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

1. **Approved Variants from the Postgraduate Regulations**

None.

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

QAA Masters Degree Characteristics 2015

[http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981\_10](http://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10)

**Course Page**

MA Fashion

<https://www.kingston.ac.uk/postgraduate-course/fashion-ma/>

**Development of Programme Learning Outcomes in Modules**

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

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|  | **Level 7** |
|  | **Module Code** | DE7300 | FN7300 | DE7301 | FN7301 | DE7302 | WP7000 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S | S | S |  |
| A2 | S | S | S | S | S |  |
| A3 | S | S | S | S | S |  |
| A4 | S | S | S | S | S |  |
| **Intellectual Skills** | B1 | S | S | S | S | S |  |
| B2 | S | S | S | S | S |  |
| B3 | S | S | S | S | S |  |
| B4 | S | S | S | S | S |  |
| **Practical Skills** | C1 | S | S | S | S | S |  |
| C2 | S | S | S | S | S |  |
| C3 | S | S | S | S | S |  |
| C4 | S | S | S | S | S |  |
| C5 |  |  |  |  |  | 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.**

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**Course Diagram**

**FULL-TIME**

**Teaching Block 1 Teaching Block 2 Teaching Block 3**

**Fashion Context II**

FN7301 30

**The Major Project**

DE7302 60

**Fashion Context 1**

FN7300 30

**Designing Research**

DE7300 30

**Creative Futures**

DE7301 30

**PART-TIME – YEAR 1**

**Fashion Context I**

FN7300 30

**Designing Research**

DE7300 30

**Fashion Context II**

FN7301 30

**PART-TIME – YEAR 2**

**Creative Futures**

DE7301 30

**The Major Project**

DE7302 60

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | MA Fashion |
| **Intermediate Award(s):** | Postgraduate CertificatePostgraduate Diploma |
| **Minimum period of registration:** | FT – 1 yearFT – 2 years (with Professional Placement)PT– 2 years |
| **Maximum period of registration:** | FT – 2 yearsFT – 3 year (with Professional Placement)PT– 4 years |
| **FHEQ Level for the Final Award:** | Masters |
| **QAA Subject Benchmark:** | N/A |
| **Modes of Delivery:** | Full-time, Part-time and ‘with Professional Placement’ |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Design |
| **Department:** | Fashion |
| **UCAS Code:** | N/A |
| **Course/Route Code:** | PFFAS1FAS01 (FT)PPFAS1FAS01 (PT)PFFAS1FAS99 (with Professional Placement) |