

Template C4



Programme Specification

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

Date first produced	01/11/2019
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Version number	3
Faculty	Kingston School of Art
School	Design School
Department	Fashion
Delivery Institution	Indian Institute of Art and 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 module can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BA (Hons) Fashion Business Management
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Cert. (HE) Dip. (HE) B.A. (Ordinary)
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	N/A

RQF Level for the Final Award:	
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:	Full-time - Three Years
Maximum period of registration:	Full-time - Six Years
Entry Requirements:	<p>The minimum entry qualifications for the programme are:</p> <ul style="list-style-type: none"> • 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.
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

Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. 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.

B. 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:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in [‘Sector Recognised Standards in England’](#) (OFS 2022).

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy

7. Collaboration
8. Resilience
9. Self-Awareness

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
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.	C3	Demonstrate information technology skills through processing information and learning various e-commerce formats.
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.	C2	Demonstrate effective communication skills traditionally and through the application of a range of creative digital media.
A2	Demonstrate knowledge and concepts of key strategic management disciplines such as finance, information systems, organisation behaviour and international business operations.	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.
A1	Apply contextual understanding of various aspects of the fashion business environment with a special focus on the dynamics of innovation and entrepreneurship.	B2	Evaluate and understand in-depth the requirements of key functional roles of fashion management within the global context.	C4	Apply research and other planning tools in managing projects in business operations.

C. 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 (2×30 credits and 1×60 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 interdisciplinary 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.

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

Compulsory Modules	Module Code	Credit Value	Level	Teaching Block
Fashion Context II	I15101	30	5	1&2
Fashion Business Environment II	I15102	30	5	1&2
Fashion Marketing Practices II	I15103	30	5	1&2
Personal & Professional Development II	I15104	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.

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.

BA (Hons) Fashion Business Management

Level 4							
BA (Hons) Fashion Business Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Fashion Business Environment I	II4102	30	4	1&2			
Fashion Context I	II4101	30	4	1&2			
Fashion Marketing Practice I	II4103	30	4	1&2			
Personal and Professional Development I	II4104	30	4	1&2			
Optional Modules							

Progression to Level 5

N/A

Level 5							
BA (Hons) Fashion Business Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Fashion Business Environment II	II5102	30	5	1&2			
Fashion Context II	II5101	30	5	1&2			

Fashion Marketing Practices II	II5103	30	5	1&2			
Personal and Professional Development II	II5104	30	5	1&2			
Optional Modules							

Progression to Level 6

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							
BA (Hons) Fashion Business Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Capstone Project	II6103	60	6	2			
Fashion Business Environment III	II6101	30	6	1			
Personal and Professional Development III	II6102	30	6	1			
Optional Modules							

Level 6 requires the completion of

Level 6 requires the completion of all modules.

Level 7 information

N/A

D. 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.

E. 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

F. 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

G. 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, including sandwich courses and higher or degree apprenticeships

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.

H. 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/>

I. 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.

Module Code		Level 4				Level 5				Level 6		
		I14104	I14103	I14101	I14102	I15102	I15101	I15103	I15104	I16101	I16102	I16103
Knowledge & Understanding	A4	S						S		S	S	
	A3		S		S	S	S					
	A2			S			S		S	S		
	A1		S		S	S	S		S			
Intellectual Skills	B4	S						S		S	S	
	B3				S		S			S	S	
	B1			S			S		S		S	
	B2		S		S	S	S					
Practical Skills	C3	S	S					S				
	C2	S	S			S		S		S		
	C1	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.