

Template C4



Programme Specification

Title of Course: *MA Sustainable Fashion: Business & Practices*

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Version number	2
Faculty	Kingston School of Art
School	Design School
Department	Fashion
Delivery Institution	No partner

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 VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	MA Sustainable Fashion: Business & Practices
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	PGCert in Sustainable Fashion: Business and Practices PGDip in Sustainable Fashion: Business and Practices
Course Code <i>For each pathway and mode of delivery</i>	PPFSB1FSB20 PPFSB1FSB20
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	No partner
Location:	Knights Park
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time
Available as:	Full field
Minimum period of registration:	Part-time - 2 Full-time - 1
Maximum period of registration:	Part-time - 4 Full-time - 2
Entry Requirements:	<p>A BA degree in fashion or business-related undergraduate courses including but not limited to international business, fashion buying, merchandising, promotion, marketing, advertising, entrepreneurship and communication.</p> <p>A minimum IELTS score of 6.5 overall, with no element below 5.5. TOEFL 79 minimum score 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) do not need to meet these requirements.</p> <p>Applicants with relevant experience but not necessarily the qualifications or disciplinary background identified above, who demonstrate the necessary abilities and intellectual capabilities needed to undertake the course of study will also be considered.</p> <p>Entry is normally at Level 7 with previous BA degree or industry equivalent experiences. Transfer from a</p>

	similar course is unlikely, but at the discretion of the course team. Intake is normally in September. 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 Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL).
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	Type 1: A specialist master's degree for career development.
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 graduates to lead on sustainable and ethical practices in a professional and commercial setting in fashion and related industries
- To equip students with the management, business, and creative decision-making skills to become contributing fashion industry professionals and develop their own career path
- To challenge existing practices across the entirety of fashion's value chain through the identification of opportunities that address positive change with inventive and practical alternatives
- To foster critical thinking and creative problem solving in the analysis of challenges within the industry, and the ability to draw appropriate conclusions and make recommendations
- To provide students with the opportunity to develop their own creative and autonomous path guided by their values, their abilities, and their interests
- To afford students the opportunity to reflect, evaluate and apply their knowledge, values and skills to real world situations that have a positive social and/or environmental impact
- To develop superior research skills, combined with the critical analysis required to evaluate conflicting impacts and responses

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks 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. All seven key skills are mapped to individual courses to ensure their inclusion. The course supports the development of self-awareness through multiple modules with self-reflective writing and journaling a vital component. Content is scaffolded to increase the progression of skills through the Teaching Blocks. Communication skills are developed through almost all coursework and all Teaching Blocks with both spoken and written components to assessment and coursework. Students are supported in the development of interpersonal skills through teamwork, open discussions and debate within a safe environment that encourages a diversity of values, ideas, and beliefs. Research and information literacy is a requirement for project work in all modules, where students will be required to source, reference, and critically evaluate content. Research capabilities are scaffolded across modules, with secondary research utilised in *The System of Fashion: Impacts and Responses*, primary research methodologies introduced in *Sustainable and Ethical Practices* and more complex and discipline specific methodologies developed in *Design for Social Impact*. Numeracy skills will be addressed through research where quantifiable data and statistics will be a component of some briefs. Management and Leadership skills are addressed through *Design for Social Impact* and other modules with teamwork components, where students will have to negotiate their role as both a leader and a team member. Creative problem-solving runs throughout the programme, with every module calling for creative responses to fashion's problems.

The programme develops student knowledge of impacts as well as identifies opportunities for intervention, building knowledge into a coherent learning experience, and scaffolding knowledge and experiences across modules and teaching blocks. By encouraging creative

expression delivered through a variety of modes, the course by default accommodates a diversity of student capabilities, and preferences across specialisms.

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

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
A1	To demonstrate in depth knowledge of the impacts of the system of fashion on people and planet across the value chain	B1	To engage in advanced research and critical analysis of the currency of industry responses to sustainability in fashion and related industries	C1	To demonstrate advanced problem-solving skills based on critical analysis
A2	To express a superior knowledge and understanding of various strategies, methods, processes, and technologies that impact fashions environmental and human footprint	B2	To apply critical, reflective methodologies in the investigation and exploration of practical responses to fashions footprint	C2	To display the application of tangible problem-solving solutions to fashions challenges
A3	To exhibit a critical, understanding of the complexity and often contradictory nature of responses to fashions impact on people and planet	B3	To resolve the complexity and contradictory nature of sustainable solutions in fashion through a wholistic and deep understanding of the challenges and responses	C3	To exhibit creative problem-solving skills resulting in innovative and progressive solutions to a defined problem or issue
A4	To articulate, identify and develop, critical, self-reflective values and motivations based on in-depth enquiry as it pertains to fashions impacts	B4	To apply intellectual enquiry in the development of a defined set of personal values as a guide to individual creative responses	C4	To demonstrate professionalism, leadership, and organisation in the effective communication of complex problems and solutions

C. Outline Programme Structure

See Level 7 module list below

Students exiting the programme with 60 level 7 credits are eligible for the award of PgCert in Sustainable Fashion: Business and Practices. The System of Fashion: Impacts and Responses is a core module that students must achieve.

Students exiting the programme with 120 level 7 credits are eligible for the award of PgDip in Sustainable Fashion: Business and Practices. The System of Fashion I, Sustainable and Ethical Practices and Design for Social Impact are core modules that students must achieve.

MA Sustainable Fashion: Business & Practices

Progression to Level 5

N/A

Progression to Level 6

N/A

Level 6 requires the completion of

N/A

Level 7							
MA Sustainable Fashion: Business & Practices							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Business Operations and Innovation	FN7402	30	7	TB2		1	2
Capstone Project	FN7404	60	7	TB3 (TB2 and TB3 for PT)		1	2
Design for Social Impact	FN7403	30	7	TB2		1	2
Sustainable and Ethical Practices	FN7401	30	7	TB1		1	1
The System of Fashion: Impacts and Responses	FN7400	30	7	TB1		1	1
Optional Modules							

Level 7 information

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D. Principles of Teaching, Learning and Assessment

Sustainable Fashion: Business and Practices promotes a radical departure from the standardised teaching of business and process in fashion by working across disciplines and practices to utilise practice-based methodology for the teaching of a business-based program. Cross disciplinary work could include multimedia, promotion and communication, fashion design, supply chain, product and industrial design. The intent is to respond to the paradigmatic shift in knowledge and values as it pertains to fashion, through a radical rethink of teaching practice in direct response to creating a collaborative and sustainable business and practice-based discourse. The course is designed to develop creative and innovative thinkers and actors, through embracing a pluralistic approach to sustainable challenges within the fashion industry, with a cross cultural focus intended to develop each student's unique identity. The course is a response to the realisation that the fashion system is broken, and that current sustainability solutions in fashion are simply band aids that support a system no longer fit for purpose. Project work will span business, process, systems, and practices based on research, enquiry, and experimentation that enable students to conceptualise and validate their ideation through provocation, challenging systems and things. Working with design thinking and empathetic design as the basis for ideation and the development of personas and scenarios, students will utilise lean and agile processes in the advancement of prototypes and usability testing. Sustainable Fashion: Business and Practices educates students in business to be design thinkers, and to address real world challenges with creativity, empathy and understanding. It is intended to shape not only their own unique practice and career path, but also to shape an industry in dire need of change.

Teaching and learning practices have evolved as a response to industry wide impacts on people and planet, and in relation to the diversity of responses to those problems. Students are encouraged to develop a solutions-based methodological approach to creative problem solving, while being supported in the development of their knowledge and understanding of the complex and multi-layered topic of sustainable fashion. They develop their own informed approach, based on contemporary and cutting-edge research, intended to drive industry practices. The open-ended nature of the live briefs also affords students the ability to co-create content to the degree that the type of output or resolution is not pre-determined. This is achieved through active engagement in enquiry-based learning and knowledge sharing from a diversity of perspectives, cultures, and values. The programme highlights the importance of continuous learning within a design, business, and practice-based environment intended to meet the needs of the future.

The approach to Teaching, Learning and Assessment within the MA Sustainable Fashion: Business and Practices, is informed by Kingston University London's Corporate and Strategic Plan, which emphasises advancing knowledge, making a difference to the world around us, and having an impact, through a balance of scholarship, research, and professional practice, ultimately delivering students whose abilities will shape society.

The coursework encourages the utilisation of diverse media for the submission of project work. Overall equivalencies can be calculated by the amount of time invested in the development of

a written submission. A 20-minute film for example more than encapsulates the time invested in a 2,000-word count report, requiring as it does the same amount of research, analysis, and planning, and often requiring an additional learning curve associated with the media utilisation itself. Similar calculations can be applied to a 3,000-word essay equating a 30-minute video or film, or a 20-minute film with the addition of a 1,000-word report showing development work, planning, and explaining context and choices. Equivalencies can be further detailed in the delivery of individual briefs with examples of websites, film, blogs and exhibition given as appropriate.

A combination of learning principles has been used in the design of the curriculum that cross disciplines and knowledge as it pertains to teaching and learning. The emphasis is on self-directed, practice-based learning, augmented by knowledge sharing and solutions-based examples intended to support students in the tangible application of their knowledge of fashion's impact. Projects and modules support the development and application of knowledge and skills in an authentic and holistic way, while practice-based learning strategies support students in their development as researchers and practitioners. Active learning and co-creation give students the ability to take ownership over the development of their own work and the freedom to follow their interests. Learning is by default student-centred, thereby, allowing for personalised learning that builds on existing knowledge and skills and develops individual strength. Design thinking is utilised as a means of finding creative solutions to industry challenges through the understanding of issues, and the building and testing of solutions. Processes incorporate lean and agile methodologies that result in the rapid development and testing of creative responses to real user needs through live project briefs. Cross disciplinary work is encouraged through diverse teams and supported with exposure and instruction on a wide range of methodological responses and examples that incentivise risk taking, with grading rewarding ambition and a demonstration of knowledge even when that results in an unsuccessful output. A diversity of content delivery is used to support different learning styles and abilities, offering students multiple ways of fulfilling briefs. Projects are devised in relation to the module aims as defined in the individual module descriptors.

Projects are assessed through a number of teaching and learning methods with formative assessment utilised prior to all summative assessments and intended to give feed-forward guidance, and summative assessments used to provide students with feedback. Assessment types across the modules take a range of forms including journals, blogs, presentations - digital and physical, reports, case studies, research papers and cover a wide range of visual media, in great part determined by student interest and desire.

Modes of delivery are varied to support a diversity of preferred learning environments as it pertains to individual student learning styles and preferred means of communication. Delivery methods include but are not limited to lectures, tutorials, workshops, seminars, presentations, study visits, informal conversations and debates, reviews, mentoring and self-directed study, offering students a variety of environments within which to learn including formal and informal on and off campus. Modules incorporate active learning to ensure student engagement with short Q&A, poles and quizzes utilised throughout, as well as making and modelling. Team projects are used to support collaboration, with many of the modules based around enquiry-based problem solving, where students are given the knowledge and the tools to identify a problem, as well as the freedom to determine their response to it. This gives students the ability to create their own individual learning path whether working independently or in a team, with the faculty acting as a facilitator, creating opportunities, and guiding them in the application of their solutions. Delivery is further enhanced by Kingston's Learning and Teaching Enhancement Centre in support of building a community of learning. The Centre provides guidance and support for the integration of a host of digital tools and learning technologies which are fully integrated into Canvas, allowing the platform to act beyond a passive learning environment simply to share content, but in support of fully integrated blended learning where students can contribute, discuss, and engage. Mentimeter, Padlet, Office 365,

iCat library and LinkedIn Learning will all be utilised through the Virtual Learning Environment (VLE) in support of both synchronous and asynchronous learning. Canvas capabilities will be utilised to facilitate discussion and in support of collaboration irrespective of students virtual or physical attendance, with sharable Microsoft documents used for team projects.

Lectures for The System of Fashion: Impacts and Responses will be delivered in digital format and in accordance with Kingston's guidelines on blended learning. This choice of delivery accommodates a broader range of student learning styles, as well as facilitates a far more diverse range of speakers and industry collaborators irrespective of geography. The course benefits from lessons learned through lockdown, with lectures also recorded for those not able to attend, and available asynchronously through Canvas. In class activities in the workshop that follows are intended to enhance the digital experience and encourage in-person engagement. Other curricular components will also be delivered in a digital environment including use specific platforms that allow for real time responses from a remote location, and other interactive tools and delivery including but not limited to collaborative brainstorming and mind mapping technologies, digital Q&A and prompts, as well as blogging and social media platforms.

This course adopts the Inclusive Curriculum Framework Learning & Teaching strategy to support and recognise the diverse body of students by creating an accessible curriculum both conceptually and practically, enabling students to see themselves reflected in the curriculum, equipping them with the skills to positively contribute to and work in a global and diverse environment. Teaching and learning activities support a variety of individual learning styles and abilities. The course offers students multiple ways to engage with the curriculum that is inclusive by design. The assessment strategies utilised are equally diverse, with multiple opportunities for drop-in mentoring and support, formative assessment, feedback and feed-forward, discussions, and progress reports.

E. Support for Students and their Learning

Students are supported from their acceptance into the course, beginning with a mandatory physical and digital welcome and course induction as part of welcome week. The course induction is supported by general Kingston University induction sessions offered across the university on a 'pick and choose' basis. The course induction is an opportunity for students to meet their lecturers and gain more in-depth information about the course and the various supports available to students including study skills, and the library. Campus tours introduce students to the wide range of open access labs and workshops available to them including multimedia suites, photography, film, animation, print making, book binding, 3D printing, laser cutting and a host of other facilities, intended to encourage students to utilise and experiment with a diversity of media and expressions through project work.

Collaboration with the professional services team at KSA will also support activities with the addition of hackathons, Career and Employability Services etc. The Hack Centre offers problem solving workshops which can be incorporated into existing design thinking teaching and learning, as well as supported outside of the classroom, with a cross disciplinary space to explore and share their ideas. The centre also organises a series of lightening talks on a variety of topics including sustainability, which can be loaded asynchronously onto Canvas.

A diversity of student experiences and prior degree disciplines is encouraged as a means of developing more diverse student teams, experiences, perspectives, and project outcomes. In an effort to assess and support students effectively, a skills audit and Personal Learning Plan (PLP) will form part of first week of programming, so that any necessary additional supports can be identified early and incorporated seamlessly into coursework. A PLP can form part of ongoing programme assessment, revisited throughout the students' academic career, and

used to guide the need for additional assistance. Supports could include extra skills workshops such as Photoshop, In Design, CLO 3D, or academic instruction on essay writing as needed. Kingston's Academic Success Centre also offers a comprehensive range of academic support services including mentoring schemes, help with English language and maths, as well as help with research and referencing.

The studio environment

A studio style environment of discussion, activity and facilitation is the central learning and teaching strategy, albeit, not one commonly used in business-based courses, more commonly utilized in practice based, design disciplines such as fashion or product design. Studio methods and the studio environment inform the design education ethos which is supported by developmental curriculum that progresses from concept to theories and practices mapped to the studio experience. Studio style teaching and learning provides a natural environment for peer-to-peer learning and group work, as well as accommodating one on one contact and individualised learning. A strategic programme of lectures, seminars and workshops supports the studio style ethos providing a focus for activities throughout the course, that includes project work, group and individual tutorials, discussions, reviews and seminars.

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 shows, exhibitions, or visits to industry. They form an essential part of the students' learning experience as they provide the opportunity to see tangible examples of the fashion industry in a 'real life' context. Digital and virtual visits will be included to offer more diverse opportunities for participation not confined by geography or access.

Peer Learning

A vital component of teaching and learning practices between students who will be afforded ample opportunity to observe and review the work of their fellow students. As a studio-style programme, the coursework enables students to see each other's work through observation and discussion. Peer learning also takes place through other activities such as group reviews and seminars.

VLE (Virtual Learning Environment) Canvas

The VLE is an online environment that utilizes a range of virtual teaching and learning tools that support a variety of learning technologies, help to build a collaborative community of learning and can be used to disseminate and share content. The platform incorporates a flexible set of virtual resources that support skills development and methods that enhance creativity and knowledge. The VLE also seeks to enhance communication, a sense of community beyond the borders of the studio and school and encourage a broader discussion and debate through the use of online spaces, and digital discussions.

IT Support

IT support at Kingston is accessible to all students through a digital service desk portal where a problem can be reported and tracked through mykingston. All students are supplied with a Kingston email account, have access to a box site for large file uploads. IT services include access to a large number of computers located in open access labs as well as the libraries across campuses. They provide access to an impressive range of software loaded directly onto campus computers as well as accessible through the web platform, including licensed use of CLO 3D, Adobe Creative Cloud and a host of other software, apps and platforms, and also coordinate printing services.

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

based on practice based learning and digital skills such as photography, graphics, web design, 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.

The Personal Tutor Scheme

The Personal Tutor Scheme provides academic guidance to all students from the moment they enrol at Kingston University. The Scheme monitors progress and identifies individual student needs, providing guidance on individual study and the development of personal practice. The same tutor is assigned for the entirety of a student's academic career, supported by one-on-one meetings and an introductory welcome at the beginning of the academic year.

The personal tutor scheme staff assume the following responsibilities:

- To help students to make the transition to master's 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

Library and Learning Services, with physical repositories located in several campus buildings, as well as supported by iCat research repository. Specialist staff support study skills in person and online. They also offer study paces with more than 1,800 open access PCs, Wi-Fi access and printing and photocopying facilities.

The Benenden Fashion Archive located at Knights Park campus, which houses mens and womenswear spanning the 18th, 19th and 20th centuries. This resource is available to students for research purposes.

Kingston also houses a comprehensive range of world class **workshops** that span analogue and digital formats. Those facilities include 3D workshops with access to a wide range of workshops including the ceramics studio, metal workshop, model making and plaster room, as well as the forge and foundry, welding bay and woodworking mill. The digital suite includes plotters and cutters, laser engravers, and CNC milling machines.

The **HackSpace** incorporates 3D printers, 3D scanners, CAD and Arduino stations, and is also a space for students to learn, explore, experiment and invent in both 2 and 3D using cutting edge technologies.

Students can borrow a range of resources and equipment through the **equipment loan** room which offers students access to cameras, camcorder and photographic accessories, laptops, and digital accessories.

The **Digital Media Workshop** includes 128 iMac stations for 2 and 3D design, supported by a range of applications including Vectorworks, Microsoft office, Avid Media Composer and Cinema 4D. It includes large format scanners and printer to photographic standard.

Moving Image Workshop is a large, state of the art, broadcast quality film studio. It incorporates a range of studio equipment, sound recording with an audio booth, an animation and motion graphics studio and 2D postproduction supported by editing and effect technology.

The **photography Workshop** offers a full range of facilities and equipment including support for full scale and tabletop photography, and includes a dark room, scanners and printers.

Kingston's **Printmaking Studios** offer an impressive range of high- and low-tech capabilities including intaglio, relief, and letter press, bookbinding and screen printing

The digital workshops are open six days a week and open to students without restriction of major. Knowledgeable technicians oversee each space and are available for support and direction based on student need.

The Resource Document - form C14 outlines the wide range of facilities, equipment, and software as well as other resources available to support students in greater detail.

Staff Structure

The staff structure is supported by the Course Director, who coordinates all levels within a course. The Curriculum is delivered by the Course Director, part time faculty and visiting Hourly Paid Lecturers (HPL). The permanent nature of the staff affords a substantial and visible presence for students, while the strategic use of HPLs add considerably to the range of knowledge and experiences shared. Staff mediate the student experience across each level of a course, moving from an explicit to implicit role in students' development, enabling students to learn how to learn and become increasingly independent. Dedicated technicians augment student learning by providing support in technical areas as required, such as in the Digital Media Workshops (DMW) and Photography, and in conjunction with the academic staff team.

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
- Technical support for practical projects
- A designated Course Administrator
- 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
- Staff Student Consultative Committee
- Careers and Employability Services Team who provide support for students prior to undertaking work placement(s).
- A substantial Academic Success Centre that provides academic skills support for both Undergraduate and Postgraduate students

In addition, students are supported by:

Infrastructure

The School adopts an infrastructure of learning support beyond the immediacy of academic courses. These broadly divide into key mechanisms 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

- Annual Monitoring
- Information on Scholarships and Bursaries
- Alumni and Graduate Experience

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 (BoS)
- Staff Student Consultative Committee (SSCC)
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Postgraduate Taught Experience Survey (PTES)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

The Sustainable Fashion Business and Practices curriculum helps to prepare students for a multitude of sustainably focused undertakings and employment opportunities that range from brand development, products, systems, models, and services, communication vehicles, not limited to medium, and expressed both physically as well as digitally through websites, blogs, apps, magazines and e-zines, exhibitions, installations and more. The course work addresses the gap between intent and the in-depth knowledge required for diverse application. The curriculum prepares students for a rapidly shifting industry where the old models of career development no longer apply, impacted as they have been by the fourth industrial revolution, climate change, the global pandemic and a myriad of social and cultural movements that have shifted our collective value systems.

Individual modules support student professional development and employability by engaging directly with industry and external partners and institutions through lectures, reviews, and collaborative live briefs. Students will benefit from a range of industry and sector specialist professionals through The System of Fashion: Impacts and Responses, which provides opportunities for students to interact and engage directly with a range of industry experts, and exposed to fashion networks, entities and individuals that have responded to fashions unsustainability, thereby forming links with potential future employers. Design for Social Impact also in TB2 is an industry facing live collaborative project designed to utilise problem solving tools to support a specific community, engaging directly with external stakeholders. In addition, the Major Capstone Project encourages students to engage with industry directly. Sector partners encompass for-profit brands, social enterprises, not-for-profits, and governmental and non-governmental agencies. Students will be supported in preparation for graduation through the development of outward facing media and communication vehicles that showcase the breadth of their knowledge and work, intended to support them upon graduation with tangible examples of their work for potential employers. KSAs own Nest program, operated by the Enterprise Education and Entrepreneurship program can further support students and recent graduates with funding for the commercialisation of their ideas.

Students are trained to develop their own work profiles as independent practitioners and advisors as well as to integrate into the brand and corporate world across markets, with sustainability an increasing focus for all entities, allowing students the flexibility to enter non-fashion specific roles. Recruitment agencies will be actively solicited in collaboration with the

other KSA Masters, taking advantage of existing relationships with brands such as Abercrombie and Inditex (Zara) and Max Mara, and expanding upon existing recruitment efforts. Graduates from other KSA Masters programs have established themselves in roles in design, production, and styling at Selfridges, TopShop, Elena Miro and New Generation at London Fashion Week, to name just a few. Graduates have also entered academia where there is a real need for sustainability experts across curriculum and institutions, and we also encourage students to further develop post graduate practice onto MPhil and PhD level. Additional support is offered via the online graduate site Arts Thread who already visit the Design School to support students who wish to upload to the site, as well as give insight into securing work upon graduation.

Kingston's own Future Skills Report which surveyed 2,000 employers for their insight into the skills required by future graduates lists 10 key skills, all of which are referenced across the various modules of the coursework. The overwhelming response from employers was that creative problem solving combined with adaptability, communication and analytical skills would lead to business transformation, regional growth, and a positive impact on local communities. The report recognized the value of creative problem solvers across industries to grown new approaches, products, and industries. 77% of all employers surveyed listed problem-solving as the single most important attribute for future employees, with critical thinking, analytical skills, initiative, adaptability, and creativity all listed in the top 10 responses.

Professional advice from the Careers and Employability Services and Entrepreneurship team, supported by online workshops and toolboxes from Career Zone will support students with advice on writing CVs and cover letters, and interview techniques that highlight the work they have undertaken, some of which will be embedded in the final year module and shared through Canvas.

As student projects are highly individualised and independently directed in terms of outputs, individual recommendations for LinkedIn Learning modules will be made, while access to others will be incorporated into class and posted on Canvas where they support existing learning on topics such as design thinking. Individual recommendations could include:

- Data visualisation
- Data Analytics
- Building an App
- Marketing on Instagram

The programme also encourages research practice, with the potential to develop post graduate practice at MPhil and PhD level.

While the focus of this MA is not to create students that fit within existing roles, but to create the next generation of leaders and changemakers, examples of current job opportunities advertised on Business of Fashion that our graduate might qualify for include:

- Manager Circular and Sustainable Products
- Senior Manager Sustainable Materials
- Manager Circular and Sustainable Products
- Product Sustainability Manager
- Sustainability Specialist: Climate & Production
- Manager Sustainability Communications
- Customer Belonging and Equality

Possible future employers might include:

- Gap Inc
- Fashion Revolution
- Common Objective
- Asos
- Farfetch

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placed learning is facilitated through external facing project briefs that requires interaction with external representatives.

H. 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

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 7				
		FN7400	FN7401	FN7403	FN7402	FN7404
Knowledge & Understanding	A1	S				
	A2		S		S	
	A3	S			S	
	A4	S				
Intellectual Skills	B1	S			S	
	B2	S			S	
	B3				S	
	B4				S	S
Practical Skills	C1		S	S		S
	C2		S	S		S
	C3			S		S
	C4		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.