Template C4

Kingston University London

Programme Specification

Title of Course: *MA Fashion Business Management*

Date first produced	01/11/2019
Date last revised	09/07/2025
Date of implementation of current version	01/09/2025
Version number	5
Faculty	Kingston School of Art
Cross-disciplinary	
School	Design School
Department	Fashion
Delivery Institution	Teamwork Education Private Limited (Indian Institute of Art and Design), India

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):	MA Fashion Business Management
Exit Award(s) and Title(s):	PGCert Fashion Business Management PGDip Fashion Business Management
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	N/A

Awarding Institution:	Kingston University
Teaching Institution:	Teamwork Education Private Limited (Indian Institute of Art and Design), India
Location:	IIAD New Delhi, India
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - One Year
Maximum period of registration:	Full-time - Three Year
Entry requirements	The minimum entry qualifications for the programme are: A good undergraduate degree or equivalent qualification in a related subject. Applicants with relevant experience but not necessarily the qualifications or disciplinary background identified above, and who demonstrate the necessary skills and intellectual achievement needed to undertake the course will also be considered. Students applying for IIAD MAY NOT HAVE AN IELTS SCORE BUT WILL BE ELIGIBLE IF THEY HAVE A MINIMUM of 70% and above in English language at their undergraduate programme.

	Recognition of Prior Learning: Applicants with prior qualifications and learning may be exempt from appropriate parts of a course in accordance with the University's policy for the Recognition of Prior Certificated Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL). A personal statement indicating a critical interest in Fashion Industry, a strong motivation to look beyond the boundaries of their discipline, readiness to participate a start-up, and a willingness to work in a multi- disciplinary business environment.
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

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

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

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

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. Outline Programme Structure

Course Structure Diagram for the course

Teaching Block 1	Teaching Block 2	Teaching Block 3
II7101: Fashion Business Context: Merchandising, Buying and Retail	II7103: Fashion Marketing Practices: Brand promotion and Distribution	II7105: Master's Capstone Project
II7102: Strategic Fashion Business Management and leadership I	II7104: Strategic Fashion Business Management and Entrepreneurship II	

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

Students exiting the programme with 60 level 7 credits are eligible for the award of PgCert in Fashion Business Management
Students exiting the programme with 120 level 7 credits are eligible for the award of PgDip in Fashion Business Management

MA Fashion Business Management

Level 7							
MA Fashion Business Management							
Core modules	**Module code**	**Credit**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**

		Value					
Fashion Business Context: Merchandising, Buying and Retail	II7101	30	7	1			
Fashion Marketing Practices: Brand Promotion and Distribution	II7103	30	7	2			
Master's Capstone Project	II7105	60	7	3			
Strategic Fashion Business Management and Entrepreneurship	II7104	30	7	2			
Strategic Fashion Business Management and Leadership	II7102	30	7	1			

Exit Awards at Level 7

PLEASE DELETE IF THERE ARE NO LEVEL 7 MODULES IN THIS COURSE
Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.
Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.
(Where appropriate – specify if there are any core modules that students must achieve for either of the exit awards)
Please note pre-requisite requirements for master's courses should only be set where there are defined progression points in the course where assessment boards have ratified module outcomes.

E. Teaching, Learning and Assessment

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

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

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

i) encourage both the acquisition and transfer of knowledge from a variety of learning contexts and sources

ii) develop critical and analytical faculties in the application of that knowledge, and

iii) facilitate develop strategies in the solving of problems in the context of the fashion industry.

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

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

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

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

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

learning set that will facilitate intra-student group and teacher-student learning opportunities through exchange of ideas, concepts and intense discussions.

Teaching and learning methods include:
- Lectures and Seminars
- Tutorials
- Workshops
- Self-directed study
- Group work
- Reviews/Presentations
- E-learning
- Study visits
- Master class by industry experts

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

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

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

Tutorials
Staff teams and visiting lecturers specific to the fashion industry will be selected to deliver specific inputs according to their disciplines. They will be responsible for carrying out the tutorials, either in small groups or individually, and on a one-to-one basis where particular individual support is needed.
Tutorials also provide opportunities for assessment where students receive feedback and feed forward on their work.

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

Self-Directed Study

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

Group work and interdisciplinary collaborations
Students are able to establish working contact with others in the postgraduate community. Coursework is designed to enable collaboration.

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

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

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

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

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

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

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

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

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

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

Elements of Assessment include:

- *Individual Report* – Students will conduct secondary and primary research on the International Fashion brand selected by them. They will submit an individual report which will integrate various aspects from Module II7101 (Section 1 of the report) and Module II7102 (Section 2of the Report), taught in TB1. Similarly, they will submit an individual report integrating two modules in TB2. This report will integrate various aspects from Module II7103 (Section 1 of the Report) and II7104 (Section 2 of the report), taught in TB2. This will help in enhancing student's research, analytical and writing skills.

- *Presentation and Viva* – At the end of TB1 and TB 2, each student will make a presentation based on the research they have conducted of the International fashion brand researched, to a group of IIAD subject panel and industry representatives. This will integrate learning from Module II7101 and II7102, taught in TB1 and learnings from Module II7103 and II7104, taught in TB2. At the end of the presentation, each student will be asked questions by the IIAD subject panel (Viva). This will enable students to enhance their presentation skills and build confidence to answer the questions put forth by the jury members.

- *Research Log* – Research Log is a compilation of all the individual work done in the class for different modules, Reflections, formative feedbacks given by the faculty, industry experts and peers. Writing reflections will enhance their ability to reflect and strengthen writing skills.

- *Research Proposal* – In the final TB 3 students will identify a problem that is grounded in theory and has relevance to the fashion industry for the Module Master's Capstone Project. They will state a rationale for choosing the topic, provide a brief critical review on the literature and identify the gap in knowledge

along with a proposed research methodology. Students will submit a Research Proposal.

- *Final Dissertation* – This is culmination of the entire educational experience of the student's yearlong learning. Working on the final Dissertation helps students to reflect on the knowledge and skills that they have acquired during degree and learn how to present them to a wider audience including future employers. They will write a Dissertation for their Master's Capstone Project.

F. Support for Students and their Learning

Students are supported by:

The Personal Tutor Scheme

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

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

The Institute employs permanent staff members to lead Level 7. The permanent nature of the staff affords them substantial and visible presence for students and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of Hourly Paid Lectures (HPLs) with domain specific skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:
- To help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
- To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- To explore students' research aspirations
- To help students gain confidence in contributing to, and learning from, constructive peer review
- To encourage students to become part of a wider disciplinary and/or professional community
- To help students to prepare for the dynamics of supervision

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

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

Staff Structure

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

Infrastructure

The School adopts an infrastructure of learning support means beyond the immediacy of academic courses, including:
- Up to date knowledge of relevant systems and procedures
- Student Support Office
- Mentoring Scheme
- RPCL (Recognition of Prior Certificated Learning) /RPEL (Recognition of Prior Experiential Learning)
- SSCC (Staff Student Consultative Committee)
- BOS (Board of Study)
- Annual Monitoring

G. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:
- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level

- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies

H. External Reference Points

External reference points which have informed the design of the course:
- *PSRB standards*
- *QAA Subject benchmarks*
- *Apprenticeship standards*
- *Other subject or industry standards*

Please delete or edit as required, for example if course is not an Apprenticeship then delete 'Apprenticeship standards'.

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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				
		II7105	II7104	II7101	II7103	II7102
Knowledge & Understanding	A 5	S	S			S
	A4		S			S
	A 3	S		S	S	
	A 2	S	S	S		
	A1	S	S	S		
Intellectual Skills	B 4			S	S	
	B 2		S			S
	B1	S	S			S
	B 3	S		S	S	
Practical Skills	C5	S		S	S	
	C4	S		S	S	
	C 3		S		S	

			S	S	
C2			S	S	
C1	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.

Additional Information