

## Template C4



# Programme Specification

**Title of Course:** *MA Fashion Design*

Date first produced	01/11/2019
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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 Design
Exit Award(s) and Title(s):	PG Cert Fashion Design PG Dip Fashion Design
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

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 - 1
Maximum period of registration:	Full-time - 2
Entry requirements	<p>The minimum entry qualifications for the programme are: A good BA (Hons) degree or equivalent qualification in fashion or a related subject, such as textiles. Applicants with relevant experience but not necessarily the qualifications or disciplinary background identified above, or who demonstrate the necessary skills and intellectual achievement needed to undertake the course will also be considered.</p> <p>Students applying for Masters programme may not have IELTS scores but will be eligible if they have a minimum 60% and above in English language or course taught in English language at an undergraduate level.</p> <p>Recognition of Prior Learning: applicants with prior qualifications and learning may be exempt from</p>

	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).
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 careers in the fashion industry.
- To encourage students in research methodology, analytical skills and critical thinking to become reflective design practitioners.
- To explore creative thinking and understanding of design processes in an interdisciplinary design environment
- To equip students to express their individuality as a designer and prepare students in integrating their unique identity autonomously.
- To familiarize students to entrepreneurial and professional culture and networking.
- To keep students abreast with global design practices, international trends etc. to enable transition for overseas higher design education and employability.

### **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		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	Demonstrate a systematic, in-depth knowledge of fashion design processes within the framework of professional practice.	B4	Resolve complexity and contradiction in an intricate and specialist knowledge base using advanced methods and processes of analysis and reflection.	C5	Demonstrate professional skills (including self-presentation, communication, research and information literacy, numeracy, time-management and project-planning, management and ethical practice).
A3	Critically evaluate a range of approaches in design in order to justify their specialist fashion practice.	B1	Develop their personal design language to address Fashion processes and practices.	C4	Demonstrate the application of creative and analytical skills which are sophisticated and progressive
A2	Practice a critical and reflective approach to their own work in response to the given brief.	B2	Apply advanced research and critical analysis to theoretical studies throughout the design process.	C3	Develop a practical and high-level understanding of a range of methods, materials, processes and technologies appropriate to the exploration of fashion issues.
A1	Demonstrate contemporary and contextual knowledge arising from enquiry of existing fashion wisdom and practices.	B3	Explore advanced individual creativity, vision, personal expression and intellectual faculty sufficient to facilitate high quality practice.	C2	Develop paths of effective communication of Design and understanding via advanced and professional level presentations

				C1	Apply advanced aesthetic skills to produce an innovative design solution within the given brief / requirement.
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### 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

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

#### MA Fashion Design

Level 7							
MA Fashion Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Context I	II7001	30	7	1			
Context II	II7003	30	7	2			
Investigative Design Research	II7002	30	7	1			
Personal and Professional Development	II7004	30	7	2			
The Major Project	II7005	60	7	3			

Exit Awards at Level 7

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.

## **E. Teaching, Learning and Assessment**

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

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

The approach to Teaching, Learning and Assessment within MA Fashion Design is informed and provides an emphasis on key aspects of our approach:

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

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

Studio design projects test the development, application and understanding of knowledge and practical skills in an integrated and holistic way. Project briefs are devised in relation to the aims and outcomes defined in the overall module descriptor and will be available to the student through a module guide. Each



project outcome is normally assessed although projects may also have an interim formative review stage to verify progress and provide an opportunity for a student to receive informal feedback.

Teaching and learning methods include:

- Lectures and Seminars
- Group Tutorials
- Technical Workshops
- Self-directed study
- Reviews/Presentations
- Study visits

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

### **The studio environment**

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

Studio-related work can take place outside the physical studio environment (eg in lectures, workshops or on location), though the studio itself is the primary place for informal peer-assisted learning. The course studio operates on a flexible system and is combined with an area for group discussion. Additional rooms may be booked for group review, seminars and lectures, photography studio and digital media studios.

### **Lectures**

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

### **Seminars**

Seminars normally consist of structured student or staff-led presentations followed by discussion. The seminar is usually based upon a topic which has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.

### **Tutorials**

Teaching is structured in relation to the project timetable, with tutors from a mix of backgrounds (professional practice, academic, industry). Staff teams and visiting lecturers specific to the fashion industry are selected to deliver specific briefs according to their disciplines. The members of the teaching team are responsible for carrying out the studio tutorials, either in small groups or individually, and on a one-to-one basis where particular individual support is needed. Tutorials also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.

## **Workshop**

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

## **Self-Directed Study**

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

## **Group work and interdisciplinary collaborations**

Students are able to establish working contact with others as projects are designed to enable collaboration. Groups will be led by cross discipline practitioners from the School and/or faculty and external experts.

## **Review**

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

## **Mentoring**

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

## **Projects**

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

## **Major Design Project**

A Major Design project or the Graduate 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 university. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers

## **Peer Learning**

A vital component of teaching and learning practices of the design courses. The work of the course is largely studio based, and thus enables students to take notice of each other's work and discuss issues informally. Peer learning also takes place through other activities such as group 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 course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students' learning experience as they provide the opportunity to see examples of design and industry in multiple 'real life' contexts.

### **Work Placement**

The integrated work placement is primarily reliant on independent activity on the part of the student, with some support from their tutor. During the period of the placement(s) students will be supervised (online) by the Placement Cell. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Skype. Canvas for communication and dissemination of information between students and Placement.

### **ASSESSMENT**

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

### **Modes of Assessment**

**Reflective Log** is a thoughtful consideration of an experience, situation or a topic both negative and /or positive, which results in an outcome of an evolved perspective. Reflective thinking and recording it can lead to enhanced the quality of design practice. This also allows the practitioner to revisit the recorded thoughts and evaluate and evidence further change in practice if so relevant/ desired.

**Research Paper** is an expanded essay that represents your own interpretation, evaluation or argument to the chosen topic. When you write an essay you present what you personally know about the subject, make deliberate attempt to share what the experts say about it and then build upon that. In the nutshell it should survey the field of knowledge in order to see the information in an orderly and focused format.

**Project outcomes** are realisations of the course works within the defined project briefs that engages the students with practice design emerging out of research, design development work, making of presentations and portfolio and document its development and improvement. These are formatively assessed with feedback

and feed forward provided through critiques and project reviews throughout the module/s.

**Major Design Project**, being a self-initiated project which is designed to culminate the educational experience of the students, is aimed to summarise and synthesise all or part of the students' academic career at the university. It helps the students to reflect on the knowledge and skills acquired by the students and present its application to a wider audience including future employers.

## **F. Support for Students and their Learning**

### **The Personal Tutor Scheme**

#### **The Aims of the Personal Tutor Scheme**

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

#### **Key Features of the Personal Tutor scheme**

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

Masters in Fashion Design programme employs permanent staff members to lead Level 7. The permanent nature of the staff affords them substantial and visible presence for students and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of Hourly Paid Lectures (HPLs) with project related skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

- To help students to make the transition to 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

Students are also supported by:

- A Module leader for each module
- A Course Leader to help students understand the programme structure
- Personal Tutors to provide academic and personal support
- A Placement cell to give general advice on placements
- Technical support for practical projects
- A designated Administrator
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee

In addition, students are supported by:

### **Studio Structure**

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

### **Workshop Structure**

The diverse range of workshop spaces provides an integral resource to support studio learning. They are an extension of the studio space but equipped along with technical facilities.

### **Staff Structure**

The staff support structure maps to the studio system. Course directors coordinate all levels and studios within a course with each level having dedicated studios and technical sampling areas. The Curriculum is delivered through 5 modules by the Course Leader and other teaching staff members and also Industry visiting expert to provide the appropriate learning and teaching experience. Interdisciplinary modules are staffed by Course Leader and staff across the department offering a rich and diverse input into group projects and reviews. Staff mediate this experience across each level or stage of a course, moving from an explicit to implicit role in students' development, enabling students to learn how to learn and become more progressively independent. Dedicated technicians provide support in technical areas such as knit, denim and garment technology within the department 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 Institutional systems and procedures
- Student Support Office
- Mentoring Scheme
- RPCL (Recognition of Prior Certificated Learning) / RPEL (Recognition of Prior Experiential Learning) processes
- 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).
- Moderation policies
- Feedback from employers

## H. External Reference Points

External reference points which have informed the design of the course. These include:

- QAA Subject benchmarks
- Other subject or industry 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

		II7005	II7004	II7001	II7003	II7002
<b>Knowledge &amp; Understanding</b>	A4	S	S	S		
	A3		S	S		
	A2	S				
	A1	S	S			S
<b>Intellectual Skills</b>	B4	S				S
	B1		S	S	S	
	B2		S			S
	B3		S	S		
<b>Practical Skills</b>	C5	S	S			
	C4				S	S
	C3					S
	C2			S		
	C1	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