

Template C4



Programme Specification

Title of Course: *MA Fashion*

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| Date first produced | 01/11/2012 |
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| Version number | 4 |
| Faculty | Kingston School of Art |
| School | Design School |
| Department | Fashion |
| Delivery Institution | Kingston University |

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

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| Award(s) and Title(s): <i>Up to 10 pathways</i> | MA Fashion |
| Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i> | Postgraduate Certificate Postgraduate Diploma |
| Course Code <i>For each pathway and mode of delivery</i> | PPFAS1FAS01 PFFAS1FAS01 |
| UCAS code <i>For each pathway</i> | |

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| Award(s) and Title(s): <i>Up to 10 pathways</i> | MA MA Fashion With Professional Placement |
| Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i> | |
| Course Code <i>For each pathway and mode of delivery</i> | |
| UCAS code <i>For each pathway</i> | |

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| RQF Level for the Final Award: | Masters |
| Awarding Institution: | Kingston University |
| Teaching Institution: | Kingston University |
| Location: | Department of Fashion, The Design School, Kingston School of Art, Knights Park |
| Language of Delivery: | English |
| Modes of Delivery: | Part-time Full-time With Professional Placement |
| Available as: | Full field |
| Minimum period of registration: | Part-time - 2 Full-time - 1 With Professional Placement - 2 |
| Maximum period of registration: | Part-time - 4 Full-time - 2 With Professional Placement - 3 |

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| Entry Requirements: | <p>The minimum entry qualifications for the programme are:</p> <p>A good BA (Hons) degree or equivalent qualification in fashion or a related subject, such as textiles.</p> <p>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.</p> <p>A minimum IELTS score of 6.5, TOEFL 88 or equivalent is required for those for whom English is not their first language. Applicants from one of the recognised Majority English Speaking Countries (MESCs) do not need to meet these requirements.</p> <p>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).</p> |
| Programme Accredited by: | N/A |
| QAA Subject Benchmark Statements: | N/A |
| Approved Variants: | None. |
| Is this Higher or Degree Apprenticeship course? | |

For Higher or Degree Apprenticeship proposals only

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

B. Intended Learning Outcomes

The programme outcomes are referenced to the UK Quality Code for Higher Education, the QAA Master's Degree Characteristics 2020, the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), an awareness of the undergraduate subject benchmarks for Art & Design, and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

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 the [‘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 | C4 | Demonstrate the application of creative and analytical skills which are sophisticated and progressive |
| A3 | Critically evaluate a range of approaches in design in order to justify their specialist fashion practice. | B1 | Exhibit critical awareness of the holistic context and conceptual nature of the topics covered in this course. | C3 | Develop a practical and high-level understanding of a range of methods, materials, processes and technologies appropriate to the exploration of fashion issues. |
| A2 | Demonstrate critical, reflective approach to their own work in response to the brief requirements | B2 | Engage in advanced research and critical analysis and the informed application of theoretical studies throughout the design process. | C2 | Explore the effective communication of ideas, knowledge and understanding through professional quality presentation work (visual, written and oral) |
| A1 | Demonstrate specialist knowledge stemming from in-depth enquiry into current fashion theory and practice | B3 | Explore advanced individual creativity, vision, personal expression and intellectual faculty sufficient to facilitate high quality practice. | C1 | Demonstrate advanced creative and organisational skills necessary to critically realise an innovative solution to a defined fashion brief |
| | | | | C5 | Demonstrate professional skills (including self-presentation, communication, interpersonal/ teamwork, research and information literacy, numeracy, time-management and project-planning, management and |

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|--|--|--|--|--|---|
| | | | | | leadership skills, and ethical practice). |
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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

C. Outline Programme Structure

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

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

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

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

Full-time

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

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

MA Fashion

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|-------------------|
| Level 7 |
| MA Fashion |

| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
|---------------------------------|-------------|--------------|-------|--|----------------|-----------|-----------|
| Creative Futures | DE7301 | 30 | 7 | 2 | | | |
| Designing Research | DE7300 | 30 | 7 | 1 | | | |
| Fashion Context I | FN7300 | 30 | 7 | 1 | | | |
| Fashion Context II | FN7301 | 30 | 7 | 2 | | | |
| Professional Placement (Design) | WP7001 | 120 | 7 | 3 (Yr 1) and 1, 2 (Yr 2) OR 1, 2, 3 (Yr 2) | | | |
| The Major Project | DE7302 | 60 | 7 | 3 | | | |
| Optional Modules | | | | | | | |

Level 7 information

Students exiting the programme with 60 credits are eligible for the award of PG Certificate in Fashion. Students exiting the programme with 120 credits are eligible for the award of PG Diploma in Fashion.

MA MA Fashion With Professional Placement

D. Principles of Teaching, Learning and Assessment

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

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

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

- The encouragement and support of high quality teaching informed by research and best practice.
- An environment that will create, test, share and spread knowledge for its own sake.
- Those delivering teaching will be engaged in the development of their discipline.

- The course team will enable students to have the choices and the skills needed for fulfilling professional employment.

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

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

Teaching and learning methods include:

- Lectures and Seminars
- Tutorials
- Workshops
- Self-directed study
- Group work
- Critiques/Presentations
- E-learning
- Study visits

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

The studio environment

Studio teaching and learning is the central strategy. It provides a focus for activities throughout the course, including design projects, group and individual tutorials, critiques, 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 reviews, seminars and lectures, including specialist knit studio, professional sample room as well as the Faculty's 3D workshops, photography studio and digital media studios.

Lectures

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

Seminars

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

Tutorials

Teaching is structured in relation to the project timetable, with tutors from a mix of backgrounds (professional practice, academic, industry). Staff teams and visiting lecturers specific to the fashion industry are selected to deliver specific briefs according to their disciplines. The

members of the teaching team are responsible for carrying out the studio tutorials, either in small groups or individually, and on a one-to-one basis where particular individual support is needed. Tutorials also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.

Workshops

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

Self-Directed Study

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

Group work and interdisciplinary collaborations

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

Critiques

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

Mentoring

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

Projects

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

Capstone Project

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

Peer Learning

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

VLE (Virtual Learning Environment)/Canvas

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

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

Study Visits

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

Work Placement

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

ASSESSMENT

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

E. Support for Students and their Learning

The Personal Tutor Scheme

The Aims of the Personal Tutor Scheme

- To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
- To provide a holistic overview and guidance for individual study and the development of personal practice.

- To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
- To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

Key Features of the Personal Tutor scheme

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

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

- To help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
- To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- To explore students' research aspirations
- To help students gain confidence in contributing to, and learning from, constructive peer review
- To encourage students to become part of a wider disciplinary and/or professional community
- To help students to prepare for the dynamics of supervision

Students are also supported by:

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

In addition, students are supported by:

Studio Structure

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

Workshop Structure

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

Staff Structure

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

Infrastructure

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

- Up to date knowledge of relevant University systems and procedures
- Student Support Office
- NUS (National Union of Students)
- Mentoring Scheme
- RPCL (Recognition of Prior Certificated Learning) / RPEL (Recognition of Prior Experiential Learning) processes
- Postgraduate Survey
- SSCC (Staff Student Consultative Committee)
- BOS (Board of Study)
- Annual Monitoring
- Erasmus Exchange programmes
- Information on Scholarships and Bursaries
- Alumni and Graduate Experience

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 (Module Evaluation Questionnaires) and a Postgraduate Survey
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

All courses in The Design School address the issue of employability through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners.

This ethos of professionalism is planned and delivered from entry point to this post graduate course. Students will engage in projects in Fashion Context 1 i.e. 'Signature' to position themselves as graduates embarking on a postgraduate programme. This is followed by 'Network' in Fashion Context 2 in teaching block 2 where students are required to establish their own networks as well as responding to company briefs to position themselves in preparation for graduation.

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

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

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

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

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

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

their own practices or continued their studies by undertaking a PhD in conjunction with the Faculty Research Department.

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

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

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

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

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

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

Course Page

MA Fashion

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

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 | | | | | |
|---------------------------|----|---------|--------|--------|--------|--------|--------|
| | | WP7001 | DE7302 | FN7300 | FN7301 | DE7301 | DE7300 |
| Knowledge & Understanding | A4 | | S | S | S | S | S |
| | A3 | | S | S | S | S | S |
| | A2 | | S | S | S | S | S |
| | A1 | | S | S | S | S | S |
| Intellectual Skills | B4 | | S | S | S | S | S |
| | B1 | | S | S | S | S | S |
| | B2 | | S | S | S | S | S |
| | B3 | | S | S | S | S | S |
| Practical Skills | C4 | | S | S | S | S | S |
| | C3 | | S | S | S | S | S |
| | C2 | | S | S | S | S | S |
| | C1 | | S | S | S | S | S |
| | C5 | S | | | | | |

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.