

# **MA Responsible Fashion**

## **Programme Specification**

Academic Year 2023-24

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| <b>1. Course Overview</b>  |   |
|--|---|
| <b>Full course/award title(s)</b>  | MA Responsible Fashion  |
| <b>Programme Code</b>  | TBC   |
| <b>Fees</b>  | £17,700 (UK) (per year, subject to annual increase)<br>£27,60 (international)   |
| <b>Location of study</b>   | Istituto Marangoni London   |
| <b>Off campus elements / locations</b>                                   | Work Placement, various locations   |
| <b>Awarding institution</b>  | Regent's University London  |
| <b>Course entry points</b>   | October<br>February   |
| <b>Date of original validation / revalidation</b>                        | September 2022  |
| <b>Validated until</b>   | September 2028  |
| <b>Framework for Higher Education Qualification level of final award</b> | Level 7   |
| <b>Number of credits in award</b>  | 180 credits   |
| <b>UCAS codes</b>  | N/A   |
| <b>HECoS Code</b>  | 100054  |
| <b>Relevant QAA subject benchmark statements</b>                         | <a href="#">Art and Design Subject Benchmark Statement</a><br><a href="#">Earth Sciences, Environmental Sciences and Environmental Studies Subject Benchmark Statement</a>                          |
| <b>Other external and internal references</b>                            | Regent's University London Academic Regulations<br>IM Learning & Teaching Strategy<br><a href="#">UN Sustainable Development Goals</a><br><a href="#">QAA Education for Sustainable Development</a> |

|   |   |
|---|---|
|   | <a href="#">QAA Characteristics Statement (Masters Degree)</a><br><a href="#">UK Quality Code for Higher Education: Course Design &amp; Development</a><br><a href="#">SEEC Credit Level Descriptors for Higher Education</a><br><a href="#">Fletcher, K. &amp; Tham, M. (2019) Earth Logic, Fashion Action Research Plan.</a><br><a href="#">Environmental Audit Committee (2019) Fixing Fashion: Clothing Consumption and Sustainability.</a><br><a href="#">Intergovernmental Panel on Climate Change 2022</a> |
| <b>Professional, statutory or regulatory body recognition/accreditation</b> | N/A   |
| <b>Mode of study (Full Time / Part Time)</b>                                | Full time   |
| <b>Language of study</b>  | English   |
| <b>Minimum / Maximum duration of course for each mode of study</b>          | 15 months   |
| <b>Date of production / revision of this course specification</b>           | September 2022  |

## 2. Why study this course, including course aims and objectives

Istituto Marangoni has more than 80 years experience in training highly skilled future fashion professionals. During this time, we have built outstanding international networks within the fashion and design industries and have expanded to comprise 11 schools in 9 prime city locations, across 4 continents. We provide an outstanding, internationally recognised educational experience that responds to the evolving demands and requirements of tomorrow's industry professionals.

Our ethos as a school embraces the creative synergies that evolve constantly between the refined professionalism of the Italian luxury sector, the rebellious and provocative innovation of the London cultural scene, and the nuanced global perspectives offered by our international student and tutor body. This is a distinctive characteristic that offers unique opportunities to make positive local and global impact. We are exceptionally well-placed to understand diverse international contexts, opportunities and challenges and the potential of fashion to influence meaningful change. Therefore, with a strong emphasis on creativity and imagination, as well as professional standards, we now apply our philosophy to the role and influence that fashion may have in driving positive change for the whole Earth community. The fashion industry is under scrutiny as never before, as the environmental and social impacts of its operations have become clear. New kinds of fashion practitioners are needed, who are able to think critically, creatively, and collaboratively, with the holistic understanding, vision and skills that will enable the fashion industry to transition to a responsible and regenerative future. This innovative, cross-disciplinary Masters programme provides an essential space for students with fashion, design, textiles, business or from other relevant backgrounds to gain and apply the important knowledge, critical thinking and problem-solving capacities required to innovate new responsible fashion systems that radically reimagine luxury for the Anthropocene.

Key themes of the course:

- Critical debates and ethical positions for fashion and luxury;
- Alternative economics, ecology and systems thinking for fashion;
- Human-earth relationships, local and indigenous knowledge systems;
- Regenerative approaches to fashion design/product development;
- Futuring and creative problem-solving;
- The synergies between theory and practice;
- New business models and new design practices for a responsible future.

Through a series of collaborative and individual projects, students will be provided with a strong theoretical framework that includes ecological design principles, systems thinking, alternative economics, regenerative systems, alternative sourcing, indigenous knowledge systems, the local, the politics of luxury, valued-led communication and crafting a compelling narrative, that they will respond to in a variety of ways that reflect their disciplines and goals. Within a framework of lectures, seminars, workshops, practical sessions, and field trips, they will develop dynamic, cross-disciplinary collaborations to research, explore and conceptualise responsible fashion systems and processes that are not just less harmful but aim to be proactively positive to people and planet.

Assessed work from collaborative projects will largely be 'portfolio'-based, comprising a range of potential outcomes – such as annotated research book/s, samples, experiments, maquettes, designs, design models, speculative pieces, artefacts or system plans, proposals, essays, reports, campaign plans and reflective writing, allowing for fluid but rigorous interdisciplinary outcomes that represent the specific and varied contributions of individuals to a variety of team projects.

This programme is designed for students from a fashion or design or a business background but will consider applicants from other relevant disciplines and prior experiences who care passionately about fashion but are deeply concerned about its social and environmental impacts and wish to lead meaningful change. It is unique, in that students from across these disciplines will work together to comprehend and resolve the complex issues facing fashion, through a range of stimulating individual and group projects that explore the issues holistically. It will require a high degree of critical thinking, problem-solving, initiative and creativity – in relation to both business and design – and an open-minded, questioning, and optimistic mindset that is prepared to think outside the box!

This programme will equip students with the ability to engage with and respond to the seismic changes happening in the fashion industry and in the luxury sector specifically. The industry needs people that can help it find solutions rather than perpetuate its problems; it is therefore anticipated that this programme will produce highly employable, forward-looking graduates that will offer new insights that lead change rather than following existing industry practice.

**Career progression:**

- Transforming their own business;
- Transforming their own design practice;
- Responsible fashion/design consultancy;
- Responsible product development;
- Social designers and entrepreneurs;
- Work with charities, NGOs, or social enterprises;
- Academic progression – PhD, MPhil;
- Research positions.

**Course aim:**

To engage in philosophical, experimental, and practical ways with critical debates about the future of fashion, and to look into the future to envisage, develop and propose imaginative solutions to real world challenges.

**Course objectives:**

- Develop a critical awareness of key theories, debates, and practices to inform responsible fashion value-systems, design processes and/or business models for the future.
- Interrogate and reimagine historic and emerging social, cultural, and personal paradigms of luxury in relation to fashion and the fashion product.
- Critically analyse new and alternative approaches to luxury fashion realisation.
- Articulate complex ideas creatively and systematically, effectively communicating them to specialist and non-specialist audiences in an appropriate format to your discipline - fashion or business, for example: through written, verbal, multimedia, or physical artefacts.
- Work collaboratively in interdisciplinary groups to formulate, design and test new, speculative systems, processes, products and/or theories.
- Critically reflect upon your own practice, and its interconnection to that of others, in a process of continual personal and professional development.
- Research, analyse, develop, test, and refine a personal concept or vision for a regenerative and responsible fashion system (design, business, other) in a final dissertation project.

### 3. Course structure

This is a guide to the overall structure of your course, mandatory elements, units (noting the terms that they are completed), and periods of assessment.

#### MA RESPONSIBLE FASHION

| Term 1   | Term 2                              | Term 3     | Term 4              | Term 5                |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
|--|-------------------------------------|------------|---------------------|-----------------------|--|--|------------------------------------|-----------------------------|---|-------------------------------------|-------------------------|--------------------------|---|-------------------------------------|------------|-------------------|-------------------------|-------------------------------|--------------------------------|--|---------------------------------|------------|---|---|---------------------|------------|--------------|
| <table border="1"> <tr><td><b>CRITICAL DEBATES FOR FASHION</b></td></tr> <tr><td>20 credits</td></tr> <tr><td>THE FASHION SYSTEM</td></tr> <tr><td>ALTERNATIVE ECONOMICS</td></tr> <tr><td>SUSTAINABILITY TO RESPONSIBILITY</td></tr> </table> | <b>CRITICAL DEBATES FOR FASHION</b> | 20 credits | THE FASHION SYSTEM  | ALTERNATIVE ECONOMICS | SUSTAINABILITY TO RESPONSIBILITY   | <table border="1"> <tr><td><b>REGENERATIVE LUXURY FASHION</b></td></tr> <tr><td>25 credits</td></tr> <tr><td>REGENERATIVE LUXURY FASHION</td></tr> <tr><td>FIBRES &amp; TEXTILES</td></tr> <tr><td>FUTURE SOURCING SYSTEMS</td></tr> <tr><td>NARRATIVES OF CONNECTION</td></tr> </table> | <b>REGENERATIVE LUXURY FASHION</b> | 25 credits                  | REGENERATIVE LUXURY FASHION   | FIBRES & TEXTILES                   | FUTURE SOURCING SYSTEMS | NARRATIVES OF CONNECTION | <table border="1"> <tr><td><b>RESPONSIBLE FASHION STRATEGY</b></td></tr> <tr><td>30 credits</td></tr> <tr><td>POST-EXTRACTIVISM</td></tr> <tr><td>REMATERIALISING FASHION</td></tr> <tr><td>MAKING &amp; MANAGING TRANSITIONS</td></tr> <tr><td>RESPONSIBLE SYSTEMS INNOVATION</td></tr> </table> | <b>RESPONSIBLE FASHION STRATEGY</b> | 30 credits | POST-EXTRACTIVISM | REMATERIALISING FASHION | MAKING & MANAGING TRANSITIONS | RESPONSIBLE SYSTEMS INNOVATION | <table border="1"> <tr><td><b>PROFESSIONAL DEVELOPMENT</b></td></tr> <tr><td>15 credits</td></tr> <tr><td>WORK PLACEMENT OR PROFESSIONAL PROJECT - 3 MONTHS</td></tr> </table> | <b>PROFESSIONAL DEVELOPMENT</b> | 15 credits | WORK PLACEMENT OR PROFESSIONAL PROJECT - 3 MONTHS | <table border="1"> <tr><td><b>DISSERTATION</b></td></tr> <tr><td>40 credits</td></tr> <tr><td>DISSERTATION</td></tr> </table> | <b>DISSERTATION</b> | 40 credits | DISSERTATION |
| <b>CRITICAL DEBATES FOR FASHION</b>  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| 20 credits   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| THE FASHION SYSTEM   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| ALTERNATIVE ECONOMICS  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| SUSTAINABILITY TO RESPONSIBILITY   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| <b>REGENERATIVE LUXURY FASHION</b>   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| 25 credits   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| REGENERATIVE LUXURY FASHION  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| FIBRES & TEXTILES  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| FUTURE SOURCING SYSTEMS  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| NARRATIVES OF CONNECTION   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| <b>RESPONSIBLE FASHION STRATEGY</b>  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| 30 credits   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| POST-EXTRACTIVISM  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| REMATERIALISING FASHION  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| MAKING & MANAGING TRANSITIONS  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| RESPONSIBLE SYSTEMS INNOVATION   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| <b>PROFESSIONAL DEVELOPMENT</b>  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| 15 credits   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| WORK PLACEMENT OR PROFESSIONAL PROJECT - 3 MONTHS  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| <b>DISSERTATION</b>  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| 40 credits   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| DISSERTATION   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| <table border="1"> <tr><td><b>POLITICS OF LUXURY</b></td></tr> <tr><td>15 credits</td></tr> <tr><td>PARADIGMS OF LUXURY</td></tr> <tr><td>RADICAL LUXURY</td></tr> </table>  | <b>POLITICS OF LUXURY</b>           | 15 credits | PARADIGMS OF LUXURY | RADICAL LUXURY        | <table border="1"> <tr><td><b>RESEARCH METHODS (theory)</b></td></tr> <tr><td>20 credits</td></tr> <tr><td>RESEARCH METHODS</td></tr> </table> | <b>RESEARCH METHODS (theory)</b>   | 20 credits                         | RESEARCH METHODS            | <table border="1"> <tr><td><b>RESEARCH METHODS (tutorials)</b></td></tr> <tr><td></td></tr> <tr><td>RESEARCH METHODS</td></tr> </table> | <b>RESEARCH METHODS (tutorials)</b> |                         | RESEARCH METHODS         |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| <b>POLITICS OF LUXURY</b>  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| 15 credits   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| PARADIGMS OF LUXURY  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| RADICAL LUXURY   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| <b>RESEARCH METHODS (theory)</b>   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| 20 credits   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| RESEARCH METHODS   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| <b>RESEARCH METHODS (tutorials)</b>  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
|  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| RESEARCH METHODS   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| <table border="1"> <tr><td><b>CONTEXTUAL &amp; CULTURAL STUDIES</b></td></tr> <tr><td>15 credits</td></tr> <tr><td>HIGH-TECHNOLOGY</td></tr> <tr><td>ALTERNATIVE BUSINESS MODELS</td></tr> <tr><td>NEOCRAFT</td></tr> </table>                 |                                     |            |                     |                       | <b>CONTEXTUAL &amp; CULTURAL STUDIES</b>   | 15 credits   | HIGH-TECHNOLOGY                    | ALTERNATIVE BUSINESS MODELS | NEOCRAFT  |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| <b>CONTEXTUAL &amp; CULTURAL STUDIES</b>   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| 15 credits   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| HIGH-TECHNOLOGY  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| ALTERNATIVE BUSINESS MODELS  |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |
| NEOCRAFT   |                                     |            |                     |                       |  |  |                                    |                             |   |                                     |                         |                          |   |                                     |            |                   |                         |                               |                                |  |                                 |            |   |   |                     |            |              |

#### Units

Your course is composed of a number of units that each have a credit value. On successfully passing each of these units, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So, if a unit is worth 10 credits, then you would expect to spend 100 hours studying this. These will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars, etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this course is indicated in Section 6.

**Term 1:** Provides a conceptual framework that enables students to make strong links between theory and practice. (group and individual)

Unit: Critical Debates for Fashion, mandatory, assessed end of term 1  
 Unit: Politics of Luxury, mandatory, assessed end of term 1

**Terms 1 & 2:** Theory, field trips and case studies in term 1, application in term 2.

Unit: Contextual & Cultural Studies - a unit comprising 3 elective subjects: Alternative Business Models, High Technology, Neocraft. This is a common, interdisciplinary unit across other MA programmes, in terms 1 and 2, assessed at the end of term 2.

**Term 2:** Builds upon term 1 to conceptualise and propose new applications. (group)

Unit: Regenerative Luxury Fashion, mandatory, assessed at end of term 2.

**Terms 2 & 3:** Research theory that underpins other units on the MA programme, but most specifically the Dissertation unit.

Unit: Research Methods - a common unit with other MA programmes, mandatory, assessed at the end of term 3.

**Term 3:** Research-led development and application of a hypothesis, system model or product for fashion/design. (individual)

Unit: Responsible Fashion Strategy, mandatory, assessed at the end of term 3.

**Term 4:** Testing emerging theory and practice through work-based learning or project-based work. (individual),

Unit: Professional Development, mandatory, assessed at the end of term 4.

**Term 5:** Dissertation project (individual)

Unit: Dissertation, mandatory, assessed at the end of term 5.

The programme will be supported by a range of relevant trips and practical activities, guest speakers and workshops.

- Class times are scheduled between 08.30-20.00, Monday to Friday, normally spread over 3 days during the week. There may be some exceptions to this when opportunities arise to add value to the student learning experience.
- Assessment periods are normally 2 weeks after the end of each term.
- Placements are normally scheduled to take place in term 4, at IM London School, for the Professional Development unit.
- Dissertations are completed in the final term

On a postgraduate degree course, you can usually expect to study 180 credit per level (or year), with no more than 80 credits per term.

### Course units - Level 7

| Level 7                                       | Credits        |
|---|----------------|
| <b>LEVEL 7 TERM 1<br/>(Core unit)</b>         | <b>CREDITS</b> |
| Unit Code TBC<br>Critical Debates for Fashion | 20             |



|   |                |
|---|----------------|
| <b>LEVEL 7 TERM 1<br/>(Core unit)</b>   | <b>CREDITS</b> |
| Unit Code TBC<br>Politics of Luxury   | 15             |
| <b>LEVEL 7 TERMS 1 &amp; 2<br/>(Common unit)</b>  | <b>CREDITS</b> |
| Unit Code TBC<br>Contextual & Cultural Studies  | 15             |
| <b>LEVEL 7 TERM 2<br/>(Core unit)</b>   | <b>CREDITS</b> |
| Unit Code TBC<br>Regenerative Luxury Fashion  | 25             |
| <b>LEVEL 7 TERMS 2 &amp; 3<br/>(Common unit)</b>  | <b>CREDITS</b> |
| Unit Code TBC<br>Research Methods   | 20             |
| <b>LEVEL 7 TERM 3<br/>(Core unit)</b>   | <b>CREDITS</b> |
| Unit Code TBC<br>Responsible Fashion Strategy   | 30             |
| <b>LEVEL 7 TERM 4<br/>(Common unit)</b>   | <b>CREDITS</b> |
| Unit Code TBC<br>Professional Development   | 15             |
| <b>LEVEL 7 TERM 5<br/>(Common unit)</b>   | <b>CREDITS</b> |
| Unit Code TBC<br>Dissertation   | 40             |
| <b>Total core unit credits</b>  | <b>180</b>     |
| <b>4. Exit awards</b>   |                |
| MA Responsible Fashion (180 credits)<br>PG Diploma Responsible Fashion (120 credits)<br>PG Certificate Responsible Fashion (60 credits) |                |

## 5. Learning outcomes

This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.

### LEVEL 7 OUTCOMES

PLO1 Appraise and synthesise current debates that are the forefront of social, environmental, and economic sustainability to inform own

PLO2 Integrate a holistic understanding of different disciplinary theories, concepts, and their applications in the development of responsible fashion business or design practices. (Knowledge, applications)

PLO3 Demonstrate originality and creativity in the practical application of new and established techniques of research and enquiry, to create and interpret knowledge in your discipline. (Research, applications)

PLO4 Critically reflect on own and/or others' values, perceptions, and practices, reflecting on progress and taking appropriate action, in a process of continuous personal and professional development. (Critical thinking, empirical learning)

PLO5 Creatively employ advanced knowledge, techniques, and tools appropriate to your discipline. (Skills in disciplinary field)

PLO6 Anticipate the potential impacts of decision making at local level and further afield, assessing the consequences of actions and managing risk and uncertainty. (Ability to anticipate impacts)

PLO7 Manage complex issues both creatively and systematically, make sound judgements in the absence of complete data, and communicate your conclusions effectively to specialist and non-specialist audiences. (Decision-making)

PLO8 Relate self-direction and originality to tackling and solving problems, acting autonomously in planning, and implementing tasks at a professional or equivalent level. (Professionalism)

PLO9 Develop effective working relationships using teamwork and leadership skills, recognising, and respecting different perspectives. (Collaboration)

PLO10 Find, evaluate, synthesise, and use relevant information from a variety of sources. (Research, sourcing information, applications)

PLO11 Express ideas persuasively and communicate information appropriately and accurately using a range of relevant media and/or technologies. (Communication)

## 6. Learning and teaching strategy/ assessment methods (non-regulatory)

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the course and the intended learning outcomes in Section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the course, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your personal tutors.

The learning and teaching strategy adopted for this course relates to the Regent's Hallmark Pedagogy as well as internal IM Learning and Teaching Strategy which comprises the below areas:

- A personalised student experiences
- Interactive and inclusive learning
- Assessment for learning
- Focus on student skills and attributes
- Developing cultural agility, flexibility, and graduates' ability to compete strongly in the global labour market
- Professional development for staff

The MA Responsible Fashion programme combines theoretical approaches with practical investigations through a constant dialogue between theory and practice as students develop, extend, and define their vision and proposals for alternative approaches to fashion in the most holistic ways. The programme is taught by a dynamic team of lecturers, researchers, critical fashion and design practitioners and industry professionals. We believe this composition provides you with the ideal combination of support from which to challenge current fashion practices and to reimagine a diverse ecology of fashion systems.

The MA Responsible Fashion programme is unique in that students from across a range of disciplines will work together to understand and resolve the complex issues facing fashion, through a range of stimulating individual and group projects that explore the issues holistically. It will require a high degree of critical thinking, problem-solving, initiative and creativity – in relation to both business and design – and an open-minded, questioning, and optimistic mindset that is prepared to think outside the box!

In term 1, students will study two units that provide the theoretical foundations or pillars to the programme and consider what these might mean to a responsible fashion future.

In Critical Debates for Fashion students are introduced to key theories relating to future fashion scenarios that promote resilience and regeneration: lectures, field trips, workshops and group tutorials for the Fashion System will provide context, history and insights into the mechanisms that have formed the fashion system as we know it; lectures and a reading group on Alternative Economics will consider issues of growth, human wellbeing and the environment; lectures and workshops on Sustainability to Responsibility will examine what has gone wrong in the sustainability agenda and the potential of systems thinking and applied imagination to reimagine responsible futures. Students will work in cross-disciplinary groups to develop proposals for a new fashion system, in order to enhance their holistic understanding of the challenges and potentialities.

In Politics of Luxury, students will learn from lectures about the history and the evolution of luxury, considering its position of influence and potential to lead change. They will explore Paradigms of Luxury and consider Radical Luxury and the challenges of luxury and its democratisation. Supported by group

discussions, input from guest speakers and through 1-1 tutorials, they will conceptualise and present their own, individual manifestos for a future luxury.

They will also select an elective subject from the Contextual and Cultural Studies unit taken by all MA programmes at IM across terms 1 and 2. They will select one subject from High Technology, Alternative Business Models and Neocraft, to attend lectures in term 1 and be placed in a cross-disciplinary research group for term 2.

In term 2, students will study Regenerative Luxury Fashion, where they will build upon the theory they have learned in term 1 in lectures, seminars and workshops to consider product design and development strategies for regenerative luxury fashion artefacts; Fibres and Textiles (lectures and field trips) for regenerative luxury products with positive life cycle impact; Alternative Sourcing Systems (lectures, workshops, independent research, field trips), such as artisan collaborations, soil to skin, bespoke, indigenous knowledge systems and digital fabrication; Narratives of Connection (lectures and workshops) will look at the importance of the human and effective storytelling in communicating effectively the values of responsible fashion, including branding. This is a collaborative unit that enables students to learn from one another and develop their strengths and outcomes in their chosen field.

They will also study Research Methods in terms 2 and 3, with lectures and seminars on research theory in term 2 and then 1-1 tutorials and group tutorials in term 3 as they develop and refine the research proposals for their dissertation projects (beginning in term 5).

In term 3, students return to classes again, to study Responsible Fashion Strategy, which comprises Post-Extractivism: looking at the impacts of colonial, neo-colonial and economic stakeholders in natural resource depletion and explore the potential to add value and regenerate in local contexts; Systems Innovation for Responsible Systems Innovation will consider integrative design and holism; Rematerialising Luxury will enable students to propose new luxury products and prototypes (speculative artefacts or business models); Making and Managing Transitions will consider how to create paradigm change, using techniques like back-casting, to consider effective strategies for persuasion. Here students will work independently to develop a personal project. Teaching and learning methods will include lectures to provide theoretical insights, practical workshops to test, apply and refine these through students' personal project work.

In term 4, in the Professional Practice unit, students have the option of spending time in industry, where they can gain valuable experience that may confront or shape their evolving ideas about the futures of fashion amidst the realities and challenges of the existing incumbents. They have an alternative option – perhaps of particular value to those with industry experience already – of joining an Istituto Marangoni project to work with tutors and peers on a new or ongoing project.

In term 5, students will work on their Dissertation project.

### **Breakdown of teaching methods by percentage**

The following breakdown is a guide to how much time you will spend doing each teaching and learning method. Programme taught learning hours = **360**

- Made up of:
- **Lectures** = 1-1.5 hours
- **Seminars** = 1-1.5 hours
- **Group and/or individual supervision** = 20minutes - 1.00 hour +
- **Workshops** – 2.5 – 5+ hours
- **Field trips, student-led events, reading groups, atelier sessions** – variable and dynamic.

'Taught' learning typically refers to timetabled sessions led by a member of academic staff, such as lectures, seminars, and tutorials. Lectures and seminars will typically be held for approximately 1 hour but may be followed by a longer workshop or discussion group, or by practical work in the fashion atelier, as students respond to the ideas that they are exposed to in diverse and dynamic ways. Tutorials - individual or group - are part of the signature pedagogy at Istituto Marangoni London that enables us to respond to the specific needs and ambitions of our students in the most agile and appropriate way. We strongly believe in the individuality of each student and the importance of them discovering, refining, and articulating their identity as future creative practitioners in whichever field they study.

'Practical' sessions are also timetabled and led by an academic member of staff, or a guest practitioner, and are focused on learning through experience, e.g., field trips, studio, or atelier work. These may be held in a multi-purpose space or in the fashion atelier and enable students to test out their ideas through experimentation and sampling in 3D. Field trips will include visits to a variety of places that enable students to understand better responsible approaches to sourcing and product development. These may include farms, mills, natural dye gardens, (in rural and urban settings), museums and galleries and the studios of independent fashion practitioners.

'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments, and writing. Self-study makes up the majority of time on your MA programme, as we expect all work to be progressed significantly outside of lessons, as well as key reading. During this time, as well as in some lessons, you will be reading around your subject, experimenting with ideas and/or techniques, and developing the work for your assignments. The strength of a Masters programme is in the framework that it offers students - in which to work proactively - with independence as well as collaboratively - towards their future goals as they develop professional standards. We expect, therefore, a high degree of motivation and commitment from our students, while providing a challenging and also supportive space in which you may develop your knowledge and understanding, and your skills, in new ways.

|   |     |
|---|-----|
| <b>Level 7</b>  |     |
| Taught  | 10% |
| Practical   | 15% |
| Self-Study  | 75% |
| <p><b>Course management and teaching staff</b></p> <p>The course is managed by the Programme Leader for MA Responsible Fashion, supported by a committed team of Unit Leaders and tutors. Tutors are, in general, educated to master's or doctoral level. Exceptions are where particular specialist skills are required and are covered by r visiting lecturers and consultants. In addition, most of our staff hold a Fellowship of Higher Education Academy (HEA) from Fellow to Principal Fellow. We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education.</p> <p>Many of the tutor team are engaged in cutting-edge research and/or work in the fashion or design industries in the subjects that they teach and engage in continuous professional development by attending and participating in conferences, exhibiting, and publishing their work and through membership of professional networks and organisations.</p> <p>Guest speakers, including advanced practitioners, thought leaders and industry practitioners, deliver special lectures throughout the programme. There are also college-wide events that our students are able to join.</p>   |     |
| <p><b>Assessment strategy and methods</b></p> <p>There is a combination of formative and summative assessments. Formative activities are used for developmental purposes and are designed to help you learn more effectively by giving you feedback on your progress and on how it can be improved and/or maintained. They do not contribute to the award mark.</p> <p>Summative assessments are used to determine your success in meeting the intended learning outcomes of a unit and do contribute to the award.</p> <p>100% of Assessment is through coursework: Assessed work from collaborative group projects will largely be 'portfolio'-based, comprising a range of potential outcomes – such as annotated research book/s, samples, experiments, maquettes, designs, design models, speculative pieces, artefacts or system plans, proposals, essays, reports, campaign plans and reflective writing, allowing for fluid but rigorous interdisciplinary outcomes that represent the specific and varied contributions of individuals to a variety of team projects.</p> <p>Individual assessments include a manifesto, a critically reflective review, a personal project portfolio, a research proposal and dissertation (a full written dissertation or a shorter written dissertation accompanied by a body of practical work).</p> <p>The Work Placement that is option a) in the Professional Development unit is assessed through a 2,500 word Critically Reflective Review.</p> |     |

Add details of a breakdown of the type of assessments that the students will complete and refer the students to the unit specifications for further details.

### **Ethical approval of research**

In accordance with the Istituto Marangoni Research Ethics Policy, all students are required to submit their application for ethical approval at the same time as they submit their initial research proposal, using the School's Research Ethical Approval Form. The application will first be reviewed by their research supervisor in accordance with the ethical approval framework who will either approve it (low risk) and send it to the Research Ethics Committee for final approval or refer it to the Research Ethics Committee for their review and approval (medium/high risk). Proposals requiring ethical review and approval by the Research Ethics Committee include but are not limited to those involving human participants or vulnerable groups, those involving highly sensitive topics and sensitive or restrictive data or materials. Students are advised to refer to the School's Research Ethics Handbook as they develop their research proposals to ensure that they address all potential ethical implications that may arise from their research by putting appropriate measures in place.

In Research Methods theory in term 2 and in Research Methods tutorials in term 3, tutors work closely with students to familiarise them with ethical issues and to pre-empt these during 1-1 sessions. The Research Proposal requires that ethical concerns are discussed and adequately addressed. In term 5, students present their Research Ethical Approval Form to their Dissertation supervisors to be signed off by them and then to be formally approved by the Research Ethics Committee prior to the commencement of primary research.

### **7. Relationship to other courses**

Some courses share units or have other connections to other courses. This is a guide to whether this is applicable for your course.

The units Contextual & Cultural Studies, Research Methods, Professional Development and Dissertation are shared with other MA courses at Istituto Marangoni London.

In the Contextual & Cultural Studies unit, MA students on every programme at Istituto Marangoni will choose one of 3 elective subjects to attend, from High Technology, Alternative Business Models, or Neocraft. In term 1, you will be in a group of other students that choose your elective, attending lectures and hearing from guest speakers; in term 2, you will be placed in a cross-disciplinary group with others in your elective to develop a research project together. This is coordinated by your elective subject lead. Research Methods is a unit that all MA students take, but you will be taught it separately (or with other students from a relevant discipline), to enable the teaching to be targeted to your specific programme ethos. In term 2, research theory lessons are delivered, as well as some research workshop activities. In term 3, the sessions are tutorial-based, as you actively develop your personal research proposal for your dissertation project with support from your tutor.

The Professional Development unit is managed by the Unit Leader, with support from a tutor team that supervises either an industry placement or other professional activity arranged by the school.

## 8. Student support

Istituto Marangoni provides a range of student support mechanisms which include (but not limited to):

- **Admissions:** the department provides information about all the programme and study opportunities at Istituto Marangoni, supports and assists applicants throughout all stages of admission from initial enquiry, application to enrolment.
- **Academic and Student Services department:** the aim is to support and enhance student experience allowing individual growth and success. The department provides pastoral, academic, social and wellbeing support and guidance as well as advice regarding timetables, deadlines, and School regulations.
- **Library:** the library service aims to deliver a high quality engaging and supportive service for students in support of an outstanding, inspiring, diverse, innovative, and creative educational experience. The service intends to inspire students to discover more about their subjects and other relevant disciplines as well as provide information and materials to support the syllabi for all subjects taught in the School.
- **Careers Service:** the department supports students and alumni, offering guidance on all aspects of their career journey, providing practical advice, and helping students connect with industry.
- **SEN support:** it is available to all students with learning disabilities by booking 1-2-1 sessions with the SEN tutor. It devises a Personal Learning Plan, monitors students progress, and formalises reasonable adjustments.
- **Coaching and Mentoring service:** it offers 1-2-1 appointments with a professional coach / mentor. The service provides advice, guidance, and encouragement, equips students with problem solving skills / tools, improves self-confidence, encourages reflections and enhances individual performance.
- **Counselling service:** the aim of the service is for students to receive immediate professional support as well as set up a safe and healthy path for student journey in a longer term. The service can assist with resilience building, setting up home in London, time and stress management, homesickness, creativity stress, anxiety etc.

## 9. Learning support

Istituto Marangoni London offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, the library, IT labs and specialist software.

Istituto Marangoni uses the IM VLE and IM App to support access to information and student learning.

The IM library team offers you support by organising one-to-one sessions on academic writing and Harvard referencing. You can come to the librarians to ask for help if you need support in writing techniques for your assignment or organising citations and lists of references.

In addition, the IM Library team organise workshops to help you to achieve your best in your assignments and have created resources and workshops to support your research. For example,



helping you to understand how to search the library resources; research methodology; how to evaluate the information that you find online (for example, defining and identifying fake news and tips for evaluating online information).

Research workshops cover how to research from library resources, using the library catalogue and locating books, the various online resources available to you. Research methodology workshops include finding keywords, formulating research questions, conducting preliminary research and the differences between primary and secondary research. Harvard Referencing workshops cover the principles of referencing, what constitutes plagiarism, how to cite and reference.

Academic writing workshops help you to understand a brief, to collect and link resources, and the components and structure of essays, dissertations, or reports.

In addition, in practical subjects, specialist support is provided by fashion technicians and the atelier manager, an accessory technician, a design technician and a photography technician.

## **10. Opportunities for personal development planning**

Personal development planning is built into the programme, as students are expected to reflect upon and evaluate their thinking, activities, and performance most specifically in terms 1, 2, 3, 4 and 5. In addition:

- An elective option is available within the Contextual and Cultural Studies unit, where three diverse themes/classes are open to choose based on the students' preference, in line with their interests and future research and career intentions
- Career planning workshops and tutorials are offered to each student in preparation to the Professional Development unit, assessing their skills and career aims
- Extra-curricular Content is provided throughout the programme, which can offer guidance to students regarding career opportunities and activities
- Within the Dissertation unit, Tutor Supervision is available to all students, assisting them in the development of their research project and in preparation for the final submission

The SEN tutor and Career Service offer support with personal development and preparation for employment. The purpose of the Istituto Marangoni Career service is to bridge the gap between course completion and entering the world of work. Monitoring, guidance, and counselling activities are organised throughout the academic year. The careers service organises various activities including seminars and round table discussions with fashion professionals, HR managers and head-hunter agencies on specific topics such as future career paths, personal research methods and job profiles. Individual meetings are also arranged to assist with CV preparation, revise portfolios and encourage students to talk about their career goals and expectations.

### **Careers support**

Career Service works to support students and alumni in enhancing their career, employability, and entrepreneurial skills. While working closely with the academic staff and industry partners, Istituto Marangoni provides targeted approaches to career development, starting from year one of students' studies. Recognising the vast importance of this area, the Career Services department has developed

a range of informative workshops and annual events to provide advice and guidance for students and alumni. These sessions are organised by the careers team and delivered by internal staff as well as industry guests. Key areas covered include professionalism, industry ready CV and cover letter, interviewing, personal branding, networking, and portfolio presentation.

Careers Services staff regularly undertake industry networking initiatives, visits and along with an extensive database provide strong mechanisms for ensuring up-to-date opportunities for placements as well as graduate jobs. Careers Service has introduced an online platform Career Network (SYMPPLICITY), ensuring approved placements and jobs are promoted to the existing students and Alumni. Their ability to reach a wide number of students through one digital platform enables them to be a leading School in promoting employability for Istituto Marangoni students, regularly offering competitive opportunities.

## 11. Admissions Information

Entry requirements:

- Copy of a high-school diploma or school certificates
- A relevant undergraduate qualification (equivalent professional experience may be considered). We welcome applications from fashion design, textiles design, product design undergraduate programmes and/ or professional experience, as well as those coming from a background in business, ecology, environmental science, development studies or biotechnology. Other disciplinary backgrounds may be considered too.
- Submission of a portfolio of evidence to support their application. Contents of the portfolio are likely to vary, depending on the disciplinary background of the applicant, but may include design work from fashion, textiles, or other design areas; sample written pieces, such as essays, business plans, dissertations.
- Non-native English speakers are required to provide an acceptable proof of their English Language ability. The English Language test score should be at least B2 on the CEFR level (e.g., IELTS Academic with 6.5 overall, no less than 6 for each element)

## 12. Visas and immigration

Students holding a visa to study in the UK should familiarise themselves with the conditions and details of their visa. Key expectations for visa holders include:

- Ensuring the School retains an up-to-date copy of a student's passport and visa documents.
- Updating the School with any changes to your address, personal email address and personal phone number.

Students must be aware of the requirements of their visa, including the limitations on your working rights and permitted work. For any further questions, students should contact the Visa Manager directly using an email address included in the Student Handbook.

### 13. Assessment and progression regulations

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Istituto Marangoni.

Current regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://regents.ac.uk/about/governance/academic-governance/academic-regulations)

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at:

[regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework](https://regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework)

### 14. Award criteria

To qualify for a master's degree, you will be expected to obtain 180 credits at Level 7.

You must also meet the requirements of any specific regulations as stated under the Assessment and progression regulations section.

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://regents.ac.uk/about/governance/academic-governance/academic-regulations)

### 15. Methods for evaluating and improving the quality and standards of teaching and learning

Continuous monitoring and evaluation of programmes is an essential part of Istituto Marangoni London's quality assurance framework enabling discussion and consideration regarding potential enhancement of learning opportunities within specific programmes, resulting in a higher quality student academic experience. The academic team is encouraged to evaluate the programmes and propose content, teaching delivery or assessment related changes for reasons such as quality improvement, in response to feedback from students, academic faculty or subject External Examiners, to ensure currency of programmes, annual monitoring and data outcomes and/or alignment with any regulatory body requirements or changes.

Below are examples of continuous programme management and quality arrangements:

**Course validation or revalidation:** the programme approval is based on a process of internal and external peer review and ensures alignment against all relevant UK external reference points as well as internal and external policies and procedures.

**Periodic reviews:** the programme re-approval process is based on a process of critical reflection of the programme's operation and continued relevance with internal and external peer review and student feedback being integrated to the process. It also ensures continued alignment against all relevant UK external reference points, internal and external regulations etc.

**Annual programme / unit modifications:** the academic team is encouraged to evaluate the programmes and propose content, teaching delivery or assessment related changes for reasons such as quality improvement in response to feedback from students, tutors, or subject External Examiners to ensure currency of programmes, annual monitoring and data outcomes and/or alignment with any regulatory body requirements or changes.

**Programme Continuous Improvement Plans:** the process provides an important source of information for programme teams on the operation of the programmes as these documents provide a complete record of enrolment and Assessment Board related information, progress of actions, good practice identified, student and External Examiner feedback, complaints overview etc.

**Unit performance reports:** the purpose of those reports is to continue and enhance the quality of units and act upon any concerns in a timely manner.

**Student engagement and feedback:** student participation in quality assurance and enhancement processes helps to improve the educational experience of students, benefiting the wider student body, the Higher Education sector as well as engagement with collaborative partners within industry. Student engagement contributes to quality assurance and enhancement processes by effectively capturing the student voice, acting upon student feedback, student academic engagement as well as their engagement with the School. Students have an opportunity to provide ongoing information and formal feedback as part of their studies. The ways of providing feedback include (but not limited to): student voice and NPS surveys, National Student Survey, industry engagement, monthly events, School forums, Student Representative meetings, formal School Boards and Committees, academic related activities.

**Staff Development:** Academic staff are supported in further developing their teaching skills and in acquiring teaching qualifications:

- LTA, Learning Teaching Assessment
- FHEA, Fellowship
- SFHEA, Senior Fellowship
- PgCert

Istituto Marangoni London also financially supports, partly or fully, costs for academics to attend conferences and for training that can benefit both the staff and the institution.

The Director of Education, with the support of the QA and HR teams, selects on a yearly basis the academic staff to whom professional development will be offered.

**LTA programme:** This programme provides participants with the opportunity to develop their practice through critical reflection and contextual debates informed by relevant theories and perspectives. Participants will consider their own teaching practice in the context of the wider HE landscapes from both the teacher and learner perspectives. The assessment strategy for this programme requires an observation of practice, and participants will be expected to demonstrate that they can plan, deliver, evaluate, and reflect on learning episodes using this process to inform planning for their CPD.

This programme is designed to offer participants maximum flexibility and the opportunity to personalise their own learning and practise through engagement with online learning resources. These resources will consist of key elements for the unit – e.g., principles of effective session planning, inclusive practice, assessment, and curriculum design all linked to relevant learning and teaching theory. The unit focuses on the enhancement of the student experience and the development of critical reflective practice with a particular emphasis on observations of practice.

Throughout the programme participants consider how they can demonstrate the application of:

- underpinning theories and models of teaching and learning and reflective practice;
- methods to ensure inclusive teaching and learning strategies;
- techniques for session planning within constructively aligned teaching learning and assessment;
- models of reflective practice;
- theory applied to practice;
- engagement with the disciplinary and contextual drivers and strategies appropriate to their practice;
- quality measurement and enhancement mechanisms.

## 16. Curriculum map

This table indicates which study units assume responsibility for delivering the learning outcomes detailed in Section 5.

| Unit                          | Programme Learning outcomes |      |      |      |      |      |      |      |      |       |       |
|-------------------------------|-----------------------------|------|------|------|------|------|------|------|------|-------|-------|
|                               | PLO1                        | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | PLO11 |
| Critical Debates for Fashion  | X                           | X    | X    | X    |      |      |      |      | X    |       |       |
| Politics of Luxury            | X                           |      |      | X    |      |      |      |      |      |       | X     |
| Contextual & Cultural Studies | X                           |      | X    |      |      | X    |      |      | X    | X     | X     |
| Regenerative Luxury Fashion   |                             | X    | X    |      | X    | X    | X    |      | X    | X     | X     |
| Research Methods              |                             |      | X    |      |      | X    | X    |      |      | X     | X     |
| Responsible Fashion Strategy  | X                           | X    | X    | X    | X    |      | X    | X    |      |       | X     |
| Professional Development      |                             |      |      | X    |      |      |      | X    |      |       |       |
| Dissertation                  | X                           |      | X    |      | X    | X    | X    | X    |      | X     | X     |