

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION	
1. Programme Title:	Fashion Business Creation
2. Final Award:	MSc Fashion Business Creation
3. Exit Awards:	MSc Fashion Business Creation (with Professional Practice) PgDip Fashion Business Creation PgCert Certificate Fashion Business Creation
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	May 2020
6. School:	GCU London
7. Host Department:	GCU London / British School of Fashion
8. UCAS Code:	n/a
9. PSB Involvement:	n/a
10. Place of Delivery:	GCU London / Distance Learning (online)
11. Subject Benchmark Statement:	QAA Subject Benchmark Statements: Business and Management (Masters) (2015)
12. Dates of PSP Preparation/Revision:	April 2020

2. EDUCATIONAL AIMS OF THE PROGRAMME

The MSc Fashion Business Creation is a ground-breaking programme, continuing the innovative pattern set by GCU London and the British School of Fashion. It has been exclusively designed in collaboration with leading fashion companies and will focus on fashion business start-ups and related research within the SME sector. Being a fusion of industry and academic expertise, the programme brings both practical and theoretical insights together in a bold new approach; allowing students to gain the specialist knowledge and strategic skills necessary to create and manage a sustainable fashion business.

The highly-specialised programme is focused on nurturing creative entrepreneurs who will acquire an in-depth knowledge and understanding of the complex business of fashion, including marketing and branding, particularly for today’s digitally-focused and globally inter-linked markets. GCU’s strong partnerships with major international fashion businesses also help support students through rewarding work-based learning opportunities, such as internships or research-based consultancy projects. Additionally, the standard one-year MSc Fashion Business Creation an optional two-year route is offered through adding a trimester of Professional Practice leading to MSc Fashion Business Creation (with Professional Practice).

The MSc Fashion Business Creation is one of a number of pioneering programmes developed by GCU London in response to the growing academic focus on the business of fashion. Staff at GCU London and the British School of Fashion are at the forefront of this developing discipline, with academics contributing to key literature, undertaking research directly relevant to fashion business creation, and engaging in consultancy projects with leading international brands.

Industry interaction on campus includes Guest lectures from key industry specialists, a distinguished range of influential industry figures whose adoption as Honorary Professors brings enormous benefit to students through knowledge-sharing and mentoring.

The retailTrust, together with Hammersons and GCU, will provide the opportunity for graduates who wish to setup their own businesses, to apply for seedfunding (up to £30,000 is available). This financial support is also matched with mentorship and resource-sharing.

The programme aims to meet the needs of students who wish to pursue an entrepreneurial or intrapreneurial fashion business career path.

The primary aim of this programme is to provide a specific, analytical and integrative understanding of fashion business creation. Specifically, the educational aims are to:

- Develop skills to critically analyse developments in the fashion business creation environment from an interdisciplinary and international perspective.
- Develop critical awareness and understanding of the key concepts of strategic planning, new business creation, business funding and effective business planning, and how they relate to fashion and fashion-related business creation and development.
- Develop critical appreciation of strategies, policies and practices key to sustainable fashion business creation and development.
- Explore contemporary and emerging themes in fashion business creation.
- Develop leadership potential and skills relating to managing self and others in a small to medium sized fashion business and increasingly diverse and international fashion organisations.
- Develop skills required to analyse and understand the strategic business creation practices which impact on financial and operational performance.
- Cultivate an understanding of the critical importance of technological innovation and adaptation within the fashion industry in order to ensure business continuity and market differentiation.
- Facilitate life-long career development skills through project management, practical experience and critical reflective self-development techniques.
- Develop a critical understanding of research techniques and methodologies and apply these to a proposal for an independent research or consultancy project relating to an appropriate topic.
- Develop personal and transferable skills related to independent research, problem solving, critical thinking, time management, ICT and inter-personal communication.

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

3A Knowledge and Understanding:

- A1 Principles, policies and values relevant to the Principles of Responsible Management Education (PRME) agenda within the fashion business creation context;
- A2 Analytical tools and frameworks for performance analysis to inform strategic decision making by fashion businesses;
- A3 Nature and role of entrepreneurship, enterprise, innovation and creativity in relation to employability and economic sustainability at a local and global level;
- A4 Understanding of the nature of business creation strategy when evaluating financial decisions or managing projects;
- A5 A strategic approach to the evaluation of international fashion environments to encompass markets, brands, product opportunities and customers in retail environments;
- A6 Creative marketing and brand management techniques and applications utilised within the fashion industry.

3B Practice: Applied Knowledge, Skills and Understanding:

- B1 Demonstrates an advanced and critical understanding of theoretical concepts, information and techniques informed by knowledge at the forefront of the study of contemporary business issues within the context of fashion and fashion-related businesses
- B2 Applies an appropriate and significant range of theoretical frameworks
- B3 Demonstrates appropriate and relevant planning and execution of research
- B4 Demonstrate originality, insight and innovativeness in tackling and solving problems;
- B5 Utilise relevant information sources in an appropriate manner to generate alternative decisions and formulate creative solutions.

3C Generic Cognitive Skills:

- C1 Critically review, synthesise and develop knowledge relevant to fashion business creation and practice;
- C2 Evaluate the relationship of key fashion business issues, such as ethics, corporate culture, innovation and financial management;
- C3 Critically analyse, evaluate, manipulate and visualise qualitative and quantitative data;
- C4 Critically analyse current thinking, research and business practice in fashion business creation;
- C5 Identify, conceptualise and define new and abstract opportunities as well as determine possible challenges.

3D Communication, ICT and Numeracy Skills:

- D1 Effective use of communication and digital technologies to present ideas, analyse problems and develop clear and concise conclusions and recommendations;
- D2 Professionalism in the use of a range of oral communications techniques when articulating ideas and concepts;
- D3 Apply appropriate software in the analysis and presentation of information to suit the purpose;
- D4 Report and project writing skills;

3E Autonomy, Accountability and Working with Others:

- E1 Effective leadership and team working skills, including cross-cultural sensitivity, team-building and project management in group work situations;
- E2 Demonstrates good clear planning - planning and time-management; organising and planning work; self-management and independent working;
- E3 Demonstrates understanding and application of appropriate ethical and professional practice in the acquiring, and use of data/information;
- E4 Reflect on personal learning and development.

Strategy for Learning

The University's Strategy for Learning (SfL) requires all of the University's programmes to embed in the curriculum a clear framework of design principles, which include: engaged learning; divergent thinking; personalized learning; inclusive, accessible learning; broader and deeper learning; flexible, inclusive and accessible learning; global learning; real world problem solving; entrepreneurship; and responsible leadership and professionalism. The strategy is designed specifically to meet the overall educational aims of the programme as well as specific learning outcomes. Whilst a mechanism to embed this strategy at the level of the School, they can also be embedded at programme level through teaching and learning strategies.

The teaching/learning approaches will be student-centred, practical, participative, and relevant to the needs of the student and the employing industries; taking into account the availability of resources and effective use of the time available. This implies a move away from the traditional teacher centred learning in which the student's role is passive towards a more independent learning approach. This 'shift' is a deliberate strategic aim of the programme.

The assignments are designed to reflect on existing and new experience and its relevance for the workplace underpinned by academic rigor. Overall, the programme welcomes challenging of conventional knowledge and encourages students to consider creative alternative solutions to contemporary issues.

The nature of the classroom setting is a balance between knowledge transfer, interactivity and group activities with students actively contributing to learning activities. Students are expected to engage with all elements of programme delivery; on campus delivery includes face to face, online and experience building activities whereas distance learning (online) students will benefit from synchronous and asynchronous tutoring as well as student led sessions, additionally where appropriate on campus and distance learning students will come together for online simulations and digital live projects. The range of modules from theoretical to practical and business-orientated is designed to generate the wide array of knowledge and skills necessary for graduate entering business management positions in industry. Guest industry speakers will also be utilised and, when possible, 'live' case study challenges will be set for student assessments.

The teaching/learning strategy incorporates the use of computer-based applications such as Excel, Adobe Photoshop, Illustrator and InDesign, Storyboard and Moviemaker, as well as incorporating VLEs such as GCU Learn (which will enhance students' ability to utilise e-communication. As illustrated in the 'Assessment Loading Matrix', a range of assessment methods are used which are designed to provide the knowledge and understanding required of the aims of the programme and to develop the array of intellectual, professional and transferable skills demanded of the programme. As such, coursework, presentations and exam assessments have been created to ensure academic rigour in relation to knowledge and intellectual ability as well as the development of professional and transferable skills. The nature of coursework assessments range from individual and group-based projects leading to individual and group reports, live and recorded group presentations and self and peer review exercises. Problem based and project based scenarios are also commonly used to trigger the students' curiosity.

The Programme Team respects the guidance given on accessibility of learning materials which indicates that copies of lecture outlines, handouts or presentations are made available to all students via GCU Learn at least 24 hours in advance. The academic, pedagogical direction for developing approaches to learning and teaching is based on the Strategy for Learning (SfL) Design Principles of inclusive, accessible and flexible learning.

The curriculum also takes into account the educational, social and cultural background of all students. Students will benefit from an education that will allow them to develop the knowledge, skills and attributes required to achieve the University's commitment to the 'participation, progression and success of all students regardless of background' (Strategy for Learning 2013-20).

Guest speakers from a range of sectors and from mixed backgrounds will also be used to bring the 'real world' into the classroom and, when possible, 'live' case study challenges will be set for student assessments. For example, a significant number of industry links exist within The British School of Fashion and these feed directly into the on-going monitoring and development of the MSc Fashion Business Creation programme. Links with organisations such as Bestseller, Christopher Raeburn, Margaret Howell, Needle & Thread, Henry Holland, Folk and Jo Malone will provide fashion business projects for students as well as enabling company visits and guest lectures. Furthermore, these relationships are very important in order to maintain the contemporary relevance of the programme.

At a pedagogical level a number of experiential learning activities and projects are embedded within the curriculum ensuring that students are equipped to transfer their knowledge and skills from University to workplace. For example, the extra-curricular Industry Speaker programme will see guest speakers provide insights from a variety of perspectives and organisations and students will engage in networking following the event.

At an applied level students are encouraged to undertake inquiry into case studies (often with field trips). Using case work enables the student to improve critical thinking in real world business contexts, creating experiences they can use in industry. At a digital level students are encouraged to interact with business in some activities using Web 2.0 technologies. Wikis and Blogs employed in projects offer communication and knowledge sharing with CEO's. On other occasions, opportunities for networking with local businesses, business presentations and short events are embedded into modules.

At a programme level students have access to internship information, current business newsfeeds, business competitions and links with news from The British School of Fashion's business partners e.g. The Retail Trust.

Common Good Attributes

Doing 'good business' should be at the heart of any existing and new businesses, and is a key aspect that we promote as part of this programme. Therefore, the MSc Fashion Business Creation programme aims to address the following:

Active and global citizenship: Students can develop a critical understanding of the complexities of the global environment for both profit and not-for-profit organisations and business communities. They can

also develop the skills to manage that complexity, including consideration of the intercultural issues relating to leadership, management, international trading, new business development models and concepts; so as to enable them to create their own responsible businesses.

Entrepreneurial mind-set: the problem-focused and questioning style at the heart of this programme will support students to create responsible, practical and safe solutions. Entrepreneurial thinking and problem-solving on this programme focuses on fashion business creation.

Responsible leadership: it is anticipated that students on this programme will take their learning into the real world – whether working within a fashion organisation, or setting up their own businesses. People management and recruitment, working responsibly with third parties and negotiating and mediating requires conscious leadership, are all areas students will explore within the programme.

Confidence: As future graduates of the programme, developing a wider knowledge and skill-set will allow a greater contribution within a fashion context and, in turn, greater confidence. For example, having the necessary tools and skills to communicate confidently when pitching for funding, or pitching a new concept, will set students apart in what could be considered a highly competitive and challenging environment.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SCQF Level 11

Module Code	Module Title	Credit
MMW226469	Anatomy of a Fashion Business	15
MMW226475	Establishing a Fashion Business Strategy	15
MMW226478	Global Trends and Developments in Fashion	15
MMW226477	Global Fashion Branding and Marketing Communication	15
MMW226486	Product/Service Innovation: Concept to Consumer	15
MMW226476	Fashion Growth Strategies and Performance Optimisation	15
MMN225001	Career Planning and Professional Development	15
MMN225006	Introduction to Research Methods	15

Exit Award – PgCert in Fashion Business Creation **60**

Exit Award – PgDip in Fashion Business Creation **120**

MMW226498	Professional Practice: Work Experience*	60
MMW226494	Professional Practice: Consultancy Project*	60
MMW226500	Professional Practice: Entrepreneurial Bootcamp*	60
MMW226495	Professional Practice: Intercultural Competence*	60
MMW226497	Professional Practice: Research Project*	60

MMN225007 The Research Project 60

Final Award: MSc Fashion Business Creation **180**
(PgDip plus 60 credits The Research Project)

Final Award: MSc Fashion Business Creation with Professional Practice **240**
(PgDip plus 60 credits The Research Project AND one of the Professional Practice modules marked with *)

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

We will support students by:

- Student Induction and Transition programmes
- Programme Handbook
- Module Handbooks and Module Descriptors
- Library with access to other local and national library resources
- Academic Development Tutor– study skills and support groups/ tutorials (including e-support)
- Personal Tutors
- Student E-mail
- Open access to IT facilities
- Student Services which provides assistance and guidance
- Counselling Service and Disability Service
- International Student Advisors
- Visiting lecturer/ expert presentations
- Employer visits
- Student Staff Consultative Group
- Student representatives on the Programme Board
- Student representation on School Board, Senate and its Standing Committees
- Web-based Learning including GCU Learn (VLE)
- Access to on-line discussion groups and other forms of e-communication
- GCU Student Association
- GCU Alumni Association

High importance is placed on providing a supportive environment for students, in order to help them make a successful transition to postgraduate education.

An induction programme will take place at the start of each new cohort intake. The aim of the induction process is to provide an effective, informative transition experience for new students. Key activities will include providing specific information on the programme of study and the roles and responsibilities; providing information regarding the resources and the support services offered at GCU London, GCU and the wider London environment. During this time, students can also meet and interact with academic staff, fellow students and meet their academic advisors.

Programme Leader

The Programme Leader has overall responsibility for the academic aspects of a student's programme of study. This involves:

- ensuring entry requirements are fulfilled;
- arranging supervision of dissertation projects;
- monitoring academic standards;
- liaison with the External Examiner.

Each postgraduate student of the University has access to a member of staff who has formal responsibility for offering general advice and guidance on academic matters, and for providing information on support services organised within the University community. The Programme Leader will perform the duties of Personal Tutor for MSc Fashion Business Creation students.

Students are entitled to expect the following from their Personal Tutor:

- feedback on overall academic progress;
- guidance before withdrawal from any module;
- guidance following failure of any module;
- referral to University officers in respect of non-academic personal problems

Module Leaders

Individual modules within the MSc Fashion Business Creation programme will be co-ordinated by Module Leaders whose role will primarily be that of facilitator of the named module. The Module Leader is the first point of contact in respect of academic matters related to the named module.

The role of the Module Leader is to:

- design and structure the curriculum;
- provide academic leadership;
- facilitate learning through the use of computer mediated conferencing;
- act as the first examiner in assignments and examinations.

Students are provided formative and summative feedback via a variety of mechanisms. Feedback on coursework is provided within 3 working weeks of submission.

Programme Administration Team

Administrative support for the Programme is provided by the London Programme Administration team. A team of named administrators will be a point of contact for students. They will assist in the processing of enquiries and applications, maintain student records, record the result of student assessments, acknowledge receipt of coursework and generally be a point of routine enquiry for students.

Listening to student opinions

A Student Staff Consultative Group (SSCG) operates for all students on the MSc Fashion Business Creation programme, Students are invited to make use of this group as a channel to represent student views via the class Student Representative, who is invited to also attend Programme Boards. The calendar of meetings will be made known to students by the Programme Leader and students are encouraged to submit matters for discussion via the Programme Leader or the Programme Coordinators.

Student Support and Guidance

Support and guidance is offered via the:

Programme Leader;
Module Leaders;
Programme Administration team;
Peer support;
Student Services Department.

Additional support in areas such as registration, funding, careers, counselling, learning development, library, regulations and conduct is also available at GCU London Campus.

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

Academic Requirement

Entry to the MSc Fashion Business Creation programme will normally be on the basis of a candidate having a United Kingdom (UK) Honours degree or equivalent, normally at grade 2:2 or above in a business or fashion related discipline.

In lieu of the academic requirement

Applicants with an unrelated degree wishing to move in to the area of fashion business creation are encouraged. Applications will be considered from candidates having worked in a SME (small and medium enterprise) for one year or more, equivalent qualifications or relative and quantitative industry experience acquired over a minimum of three years. The overriding consideration will be the Programme Leader's assessment of the student's ability to undertake the Programme successfully.

Equally applicants who do not satisfy the 2.2 Honours requisite who have completed an INTO Graduate Diploma in Business (eg GCU/INTO's Graduate Diploma in English with Business) or a comparable programme from similar institutions (eg Kaplan) or have two years relevant work experience will also be considered.

English Language

All students whose first language is not English should meet the minimum language proficiency as stipulated by the wider GCU admissions policy of IELTS 6 (no element less than 5.5). If a student does not meet the English language requirements, they may be eligible for our pre-sessional English programme which is taught at our London campus.

Recognition of Prior Learning

Candidates will be actively considered and encouraged to apply under the GCU Recognition of Prior Learning (RPL) Policy. RPL is an integral component of the University's commitment to widening participation through supporting the provision of flexible routes into and through programmes at GCU for all learners with the potential to benefit from higher education regardless of background. RPL supports flexible delivery such as work-based learning and part-time provision. An applicant can seek entry to the programme if they do not have the normal entry requirements but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience (RPL), or informal learning (RPiL). Applicants may be granted entry with advanced standing, if they can demonstrate equivalence to the learning outcomes through Recognition of Certificated Prior Learning (RCPL) of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning. There are programme limits on the amount of credit that can be awarded through RPL and credit transfer. Prospective applicants entering the programme through the University's Recognition of Prior Learning (RPL) Policy can be awarded a maximum of 66.7% of specific credit (120 credits), recognising that all other quality and educational requirements must be met.

<https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/recognitionofpriorlearningrpl@gcu/>

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Module Monitoring Process
- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)

- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy and Practice Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCULearn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

Staff development priorities include:

- Postgraduate Certificate in Academic Practice
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: [GCU Assessment Regulations](#)

9. INDICATORS OF QUALITY AND STANDARDS

- Student progression rates
- Student Staff Consultative Meetings
- External Examiner Reports considered at Programme Boards
- Annual Module Monitoring Report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject/institutional review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student satisfaction questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Student Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCU Learn
- University Module Catalogue
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: **April 2020**

CURRICULUM MAP for Fashion Business Creation

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

PSMAP

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules			Programme Outcomes																							
Code	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	E1	E2	E3	E4	
LEVEL SCQF 11	MMW226469	Anatomy of a fashion business	X	X	X			X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
	MMW226475	Establishing a fashion business strategy	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
	MMW226476	Fashion growth strategies and performance optimisation	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
	MMW226477	Global fashion branding and marketing communications	X	X				X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
	MMW226478	Global trends and developments in fashion		X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
	MMW226486	Product/service innovation: concept to consumer	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	MMN225001	Career planning and professional development	X	X					X	X	X	X		X					X	X	X	X	X	X	X	X
	MMN225006	Introduction to Research Methods	X	X			X		X	X	X	X	X	X		X			X	X	X	X	X	X	X	X
	MMW226498	Professional Practice: Work Experience				X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
	MMW226494	Professional Practice: Consultancy Project		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
	MMW226500	Professional Practice: Entrepreneurial Bootcamp			X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
	MMW226495	Professional Practice: Intercultural Competence	X						X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
	MMW226497	Professional Practice: Research Project	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MMN225007	The Research Project	X	X	X		X		X	X	X	X	X	X		X			X	X	X	X	X	X	X	X	

ASSESSMENT LOADING MATRIX for MSc Fashion Business Creation

SCQF Level 11									
Module Code	Module Title	Trimester*	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
MMW226469	Anatomy of a fashion business	A or B	15	30%	70%				
MMW226475	Establishing a fashion business strategy	A	15	20%	80%				
MMW226476	Fashion growth strategies and performance optimisation	A or B	15	20%					80%
MMW226477	Global fashion branding and marketing communications	B	15	100%					
MMW226478	Global Trends and Developments in Fashion	A	15	100%					
MMW226486	Product/Service Innovation: concept to consumer	B	15	50%	50%				
MMN225001	Career Planning and Professional Development	AB or BC	15	40%	60%				
MMN225006	Introduction to Research Methods	A or B	15	40%	60%				
MMW226498	Professional Practice: Work Experience	A or B	60	100%					
MMW226494	Professional Practice: Consultancy Project	A or B	60	100%					
MMW226500	Professional Practice: Entrepreneurial Bootcamp	A or B	60	100%					
MMW226495	Professional Practice: Intercultural Competence	A or B	60	100%					
MMW226497	Professional Practice: Research Project	A or B	60	100%					
MMN225007	The Research Project	B or C	60	20%	80%				
FINAL AWARD: Master of Science in Fashion Business Creation / Master of Science in Fashion Business Creation (with Professional Practice									
* see INDICATIVE PROGRAMME FLOW-THROUGH for sequencing of modules by intake and route									

INDICATIVE PROGRAMME FLOW-THROUGH

MSc Fashion Business Creation: Full Time Delivery Mode (September start)

Trimester A	Trimester B	Trimester C
<ul style="list-style-type: none"> - Anatomy of A Fashion Business - Establishing a Fashion Business Strategy - Global Trends and Developments in Fashion - Career Planning and Professional Development 	<ul style="list-style-type: none"> - Global Fashion Branding and Marketing Communications - Fashion Growth Strategies and Performance Optimisation - Product/Service Innovation: concept to consumer - Introduction to Research Methods 	<ul style="list-style-type: none"> - The Research Project

MSc Fashion Business Creation: Full Time Delivery Mode (January start)

Trimester B	Trimester C	Trimester A	Trimester B
<ul style="list-style-type: none"> - Anatomy of A Fashion Business - Global Fashion Branding and Marketing Communications - Product/Service Innovation: concept to consumer - Career Planning and Professional Development 	<ul style="list-style-type: none"> - Summer Break 	<ul style="list-style-type: none"> - Establishing a Fashion Business Strategy - Fashion Growth Strategies and Performance Optimisation - Global Trends and Developments in Fashion - Introduction to Research Methods 	<ul style="list-style-type: none"> - The Research Project

MSc Fashion Business Creation (with Professional Practice): Full Time Delivery Mode (September start)

Trimester A	Trimester B	Trimester C	Trimester A	Trimester B
<ul style="list-style-type: none"> - Anatomy of A Fashion Business - Establishing a Fashion Business Strategy - Global Trends and Developments in Fashion - Career Planning and Professional Development 	<ul style="list-style-type: none"> - Global Fashion Branding and Marketing Communications - Fashion Growth Strategies and Performance Optimisation - Product/Service Innovation: concept to consumer - Introduction to Research Methods 	<ul style="list-style-type: none"> - Summer Break 	<ul style="list-style-type: none"> - Professional Practice (Work Experience OR Consultancy Project OR Research OR Intercultural Competence OR Entrepreneurial Bootcamp) 	<ul style="list-style-type: none"> - The Research Project

MSc Fashion Business Creation (with Professional Practice): Full Time Delivery Mode (January start)

Trimester B	Trimester C	Trimester A	Trimester B	Trimester C	Trimester A
<ul style="list-style-type: none"> - Anatomy of A Fashion Business - Global Fashion Branding and Marketing Communications - Product/Service Innovation: concept to consumer - Career Planning and Professional Development 	<ul style="list-style-type: none"> - Summer Break 	<ul style="list-style-type: none"> - Establishing a Fashion Business Strategy - Fashion Growth Strategies and Performance Optimisation - Global Trends and Developments in Fashion - Introduction to Research Methods 	<ul style="list-style-type: none"> - Professional Practice (Work Experience OR Consultancy Project OR Research OR Intercultural Competence OR Entrepreneurial Bootcamp) 	<ul style="list-style-type: none"> - Summer Break 	<ul style="list-style-type: none"> - The Research Project

