



## Programrapport (Programme report)

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| <b>Programmets namn</b> (Name of programme):<br>Master in Fashion Management | <b>Ladokkod:</b><br>AMFMM                   |
| <b>Antal högskolepoäng</b> (Total ECTS credits):<br>120 HP                   | <b>Årskull</b> (Year of Admission):<br>2018 |
| <b>Programansvarig</b> (Programme manager):<br>Hanna Wittrock                |   |

### ***Kommentar kring svarsfrekvens i studentvärderingen***

*Comments concerning response rate in study valuation*

Generally the programme managers experienced difficulties in engaging the students in evaluation meetings and surveys on Ping Pong. Both attendance and response rate were low. Seven students filled in the programme evaluation. Feedback from students was, however, frequently provided in conversations and in conjunction with lectures. The programme managers enjoy the benefits of a close collaboration and are also active in many of the courses as teachers. In my experience, this has enabled us to share information on a day to day basis and address issues raised by students hastily when they arise. We also collected feedback from the students at a digital graduation event/meeting we organized in connection with Exit, in which the majority of the students participated. Lastly, it can be mentioned that feedback from students also was gathered from anonymous reflections, that were a part of the assignment, in some courses.

### ***Analys av*** (*Analysis of*):

#### **Studenternas möjlighet till ansvar och delaktighet** (The opportunity for student liability and participation)

The teaching generally, in line with the Borås model, emphasize a high level of student co-learning and independence. Many courses include group work, alongside individual assignments, in which participation, independence and collaboration is a key feature. Outside the context of teaching other activities are sometimes organized to raise the participation of students. One example in this regard is Exit where in 2019 a panel, Cross-Sustainability, was held. Here students met with professionals from the industry on stage to engage in a conversation about challenges to create a more sustainable fashion industry. In 2020, due to the pandemic, we did not manage to recreate last year's panel digitally, although it certainly could have been possible.

The response from students indicate that group work is indeed appreciated if the overall management of the course is functional. A common complaint by students, of group work as a pedagogical tool, is that it in many instances the scale of grades is limited to pass or fail.

Another complaint from students is that publication of information on courses and schedules, and communication between teachers in specific courses, at times is slow. Another complaint is that updated information on Ping Pong, communication between teachers in specific courses and the keeping of grading deadlines is sometimes poor. Some students point out that this circumstance complicates planning of work and private life. By extension, it can be reasoned that late planning or grading, when it occurs, is counter productive for achieving a high level of liability and student participation.

On a formal level, the students enjoy the the opportunity to affect the programme through course evaluations. The response rate is unfortunately low, which can be deemed problematic. The fact that the programme managers are active as teachers in many of the courses has, however, unarguably facilitated students' capacity to discuss areas of concern directly with us. Conversations with students about different issues, ideas, aspirations or difficulties, is infact a recurring feature in our work. It is my

conviction that the we, as programme managers, have gratefully embraced and considered the quotidian flow of student input in the restructuring work of the programmes.

**Innehåll, undervisningsformer, examination och progression** (Contents, Forms of teaching, Examination and Progression)

The Master Program in Fashion Marketing and Management comprises a foundation year within textile management that ends with a field study. Specialized studies in Textile Management, in the field of Fashion Management, are conducted during the second year. The structure, dynamic and processes of the fashion system is a focal area. Topics dealt with in year 2 is, for example, trend forecasting, brand- and concept development, consumer behavior, marketing, digitalization and cultural perspectives of the fashion market. Ethics and sustainability is of central importance throughout the education. The program rely heavily on research in the field and have a strong link to the profession. Innovativeness is encouraged in practically oriented assignments alongside in-depth studies in the area of fashion management.

The program is suitable for students with a background in for example marketing, management, logistics, supply chain, fashion studies or design.

The majority of the students seem to be satisfied with the education. Despite the presence of guest teachers from the industry in some of the courses and the field study course in year 1, some students point out that they would have wished for more contact with the industry. A frequent request is also increased collaboration with students from other programs, in particular the fashion design students.

As mentioned above a recurring complaint by students is that group work at times is not valued in accordance with effort. Group work is, on the other side, also mentioned as something positive and constructive. The emphasis on sustainability and ethics in the education is highly appreciated by the students.

**Forskningsanknytning** (Integration of research)

The master programs in textile management provides the student with academic tools to manage fashion and textiles as a multidisciplinary and multifaceted phenomenon. A special emphasis is on sustainability and digitalization, which are important areas of research at the Swedish School of Textiles. The research includes for example the development of alternative business models, collaborative consumption, sustainable trade and distribution with safe and effective systems for textile value chains and product flows. In all three pingpong surveys, students express that the integration of research in the courses both on first year and second year is evident.

**Resurser** (Resources)

The teachers at the programme are either highly involved in research related to their courses and/or have professional experience related to the course contents. Since we have noticed that students request more involvement of professionals, which we are in favour of, we have developed a closer collaboration with guest lecturers from the industry in some of the courses.

**Användbarhet och förberedelser för arbetslivet** (Usability and preparation for progression)

The programme is a broadening master. This means that the career that the students will have after the programme is dependent on what their bachelor degree is. For students with no prior experience in the fashion and textile industry, this programme is an opportunity to study the application of supply chain and fashion management in this industry. For students with a bachelor degree in design or fashion study, the programme offers an opportunity to change perspective and study textile and fashion as a product within a supply chain. Finally, for the students of textile engineering, the programme offers opportunities to broaden their understanding of fashion as a system or idea and management in general. All in all, the programme becomes a starting point for the students to develop an international network for their future career within Fashion and Textiles.

### **Övrigt** (*Other comments*)

Based on the survey and comments by students in the digital meeting and in conversations we can see that the students have requested greater firmness in keeping grading deadlines and planning of schedules. Students also demand a common approach among the teachers with regard to acceptance of late submissions of assignments. Some students feel that progression from year 1 and 2 is too steep. The cause for this may be that some of the content in terms of methods and perspective in year 2 could have been introduced earlier. The progression in the programme has been addressed and, to our judgement, improved in the spring of 2020. The role of the programme manager also needs to be clarified to the students so they have an understanding of what we can actually do in terms of influence in specific courses. Finally it can also be mentioned that an Advisory board is currently under formation.

### **Eventuella förslag till förändringar** (*Suggested changes*)

The revision process 2019/20 has brought about a number of changes that address, amongst other things, improvement of progression, increased students representation and the identity of the different international master programmes in textile management, placing emphasis on specialization and uniqueness of each programme. (For a more detailed overview I refer to the program report in Textile Management, 1 year, where all the changes are listed by Jenny Balkow.). Areas of concern that are also discussed is reach and marketing of our programmes, the admission process, future employment for students, alumni networks, increased collaboration with other programmes at the Swedish School of Textiles and networking with similar programmes on an international level.

