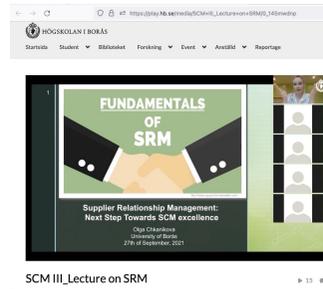




Program report 2023



AMSTV21 – Master in Textile Value Chain
Management

TMFMM21– Master’s program in Fashion Marketing
and Management

AMATM22 – One-Year Master in Textile
Management

Looking back on 2022/23

Finally, just before the academic year closes, the WHO announced that Covid-19 is no longer to be considered a global threat. Even though all restrictions had been removed in Sweden more than a year previously, this batch of students was affected to a very large extent by the aftermath of the closedown.

The number of students who are registered in the program is still a major concern. The classes in the second year have had very few students overall, and there were few theses this year. Looking at the completion rate, however (see page 6), is satisfactory. Although just around 70%, considering the low number of students, it means that one dropout will have a big effect. We had an unusually few students wishing to change programs, which could be interpreted as a sign that we have become better at supporting the students in choosing the right program from the beginning.

Olga Chkanikova
(PhD)

Supply Chain
Management and CSR
Program Manager
Master in Textile
Value Chain
Management



Jenny Balkow
(PhD)

Culture studies –
International-
ization, CSR, and
Digitalization
Program
Coordinator



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Program	Ladokkod	Total ETCS:	Year of Admission	Program manager/s
Master's programme in Textile Value Chain Management	AMSTV21	120	2020	Olga Chkanikova
Master's programme in Textile Fashion Marketing and Management	AMFMM21	120	2020	Jenny Balkow
Master's programme in Textile Management (one-year)	AMATM22	60	2021	Jenny Balkow

Vid upprättande av programrapport ska rutin för programvärdering vid akademien för textil, teknik & ekonomi (Dnr 251-22) tillämpas. Enligt Riktlinjer för löpande utvärdering av kurser och utbildningsprogram vid Högskolan i Borås (Dnr 589-17) ska programrapporten utgå ifrån följande aspekter:

- 1) Studenternas möjlighet till ansvar och delaktighet
- 2) Sambanden mellan programmets kurser samt mellan examensmål, lärandemål undervisningsformer och examinationer
- 3) Forskningsanknytning i programmet
- 4) Programmets resurser och hur dessa har använts
- 5) Programmets användbarhet och förberedelse för ett föränderligt arbetsliv

The establishment of the program report should follow the routines for program evaluation at the Faculty for Textile, Technology, and Business (Dnr 251-22). According to *Guidelines for continuous evaluation of courses and programs at the University of Borås (Riktlinjer för löpande utvärdering av kurser och utbildningsprogram vid Högskolan i Borås, Dnr 589-17)* the program report must cover the following aspects:

- 1) Students' opportunities for participation and to take responsibility
- 2) Relationship between the courses in the program as well as goals of examination, learning goals, pedagogical approach, and examinations.
- 3) Integration of research in the program
- 4) Resources of the program and how they have been used.
- 5) Usability and preparation for a professional life in transformation.

1. Outline of key quality aspects

In accordance with the guidelines for program evaluation, five key aspects are to be covered. Here, you will find a summary of each of these key aspects.

1. Students' opportunities for participation and to take responsibility

This part is covered primarily in section 2, with summary of program development work to improve these opportunities described in section 6. Participation is still something that needs to be addressed.

2. Relationship between the courses in the program as well as goals of examination, learning goals, pedagogical approach, and examinations.

These aspects are discussed both in section 3 from the students' perspectives and later in section 5 from the perspectives of faculty members. Summary of program development work to improve these aspects is presented in section 6.

3. Integration of research in the program

This is described in section 6. The formal key performance indicator as decided by the university is percentage of professors time in courses.

4. Resources of the program and how they have been used.

This is described in both sections 5 and 6.

5. Usability and preparation for a professional life in transformation.

This is described briefly in chapter 8.

In chapter 7, there is a summary of these key aspects based on the outcome of the quality assurance process.

2. Program quality routines

The data gathered for this report is retrieved from numerous sources as part of the quality routines for academic programs at the University of Borås.

Individual Student feedback: The foundation for quality routines is ensuring that students are an integral part of the development and continuous improvement of the programs. The routine for the Master's programs in textile management is to have regular program meetings throughout the fall semester in which the students are able to meet with the program managers and address questions of concern. In addition, all courses end with a survey and a course report in which the students are able to give anonymous feedback on the individual courses. The students are also encouraged to respond to the final program evaluation survey that was available on-site during EXIT.

Class representatives: In addition to this, each program appoints class representatives to meet in a separate meeting to address those issues that individual students might not wish to address in public. These class representatives are also invited to the advisory board meetings to be able to partake in discussions together with external stakeholders.

Advisory board: There are two advisory boards, one for each two-year program, that meet twice a year to discuss the content of the programs today and in the future, to ensure that it is in line with the development of the industry. Both advisory boards have alumni students included.

Faculty members: Course managers present a course report in which they comment on the student's feedback on the course. Once a year, a meeting is held with faculty members to discuss the feedback from the students and advisory board. Faculty members are encouraged to give suggestions for improvement based on their course reports and other discussions with the students.

Statistical data: Statistical data was retrieved from NyA (the admissions records) and Ladok (the academic achievement records) with the help of our administrative colleagues.

3. Applications and admission

Note regarding statistics regarding the application, admission, and completion rate: The tables on the following pages show admission and application between 2016-2022 with a more detailed scope for the years 2021 and 2022. In general, for students who graduated in 2023, the application and admission for the two-year program were made in 2021 or prior. In contrast, for the one-year program, the application and admission were made in 2022 or prior. There is a significant number of students that re-register or change programs, which means that all statistics concerning admission, application, and completion rate are hard to compare.

Applications: The number of applications remained high in comparison to other Master's programs at the University of Borås. As presented in figures 1 and 2 on the next page, all programs are above the Key Performance Indicator (KPI) of two Prio1 applicants per seat, marked by the black line. Textile Value Chain Management (AMSTV) and Textile Management (one year) are, however, just above the line for the national application.

Comparing figures 1 and 2, it is evident that, in general, there are more applicants in the international application than in the national. Asia is still the most prominent region for applicants, most notably countries in which textile production is strong. There is, however, a notable change in the pie charts (figures 3 and 4) on the next page, displaying a continuously rising number of applicants from Africa.

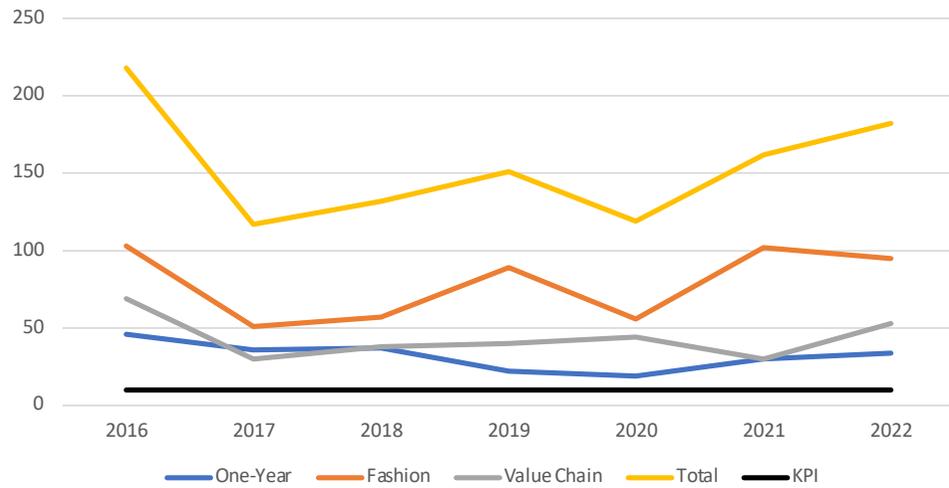


Figure 1. International Prio1 Applicants 2016-2022

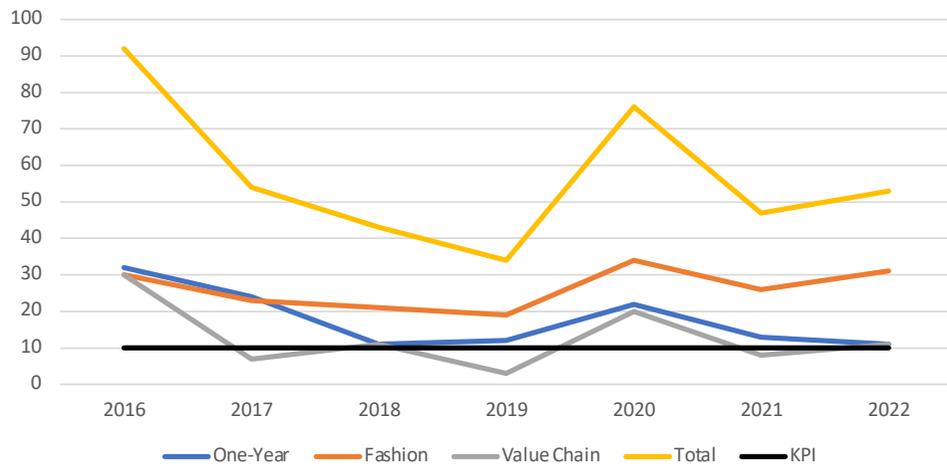


Figure 2. National Prio1 Applicants 2016-2022

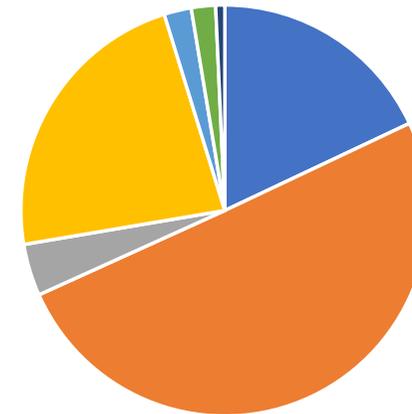


Figure 3. International applicants per region 2021

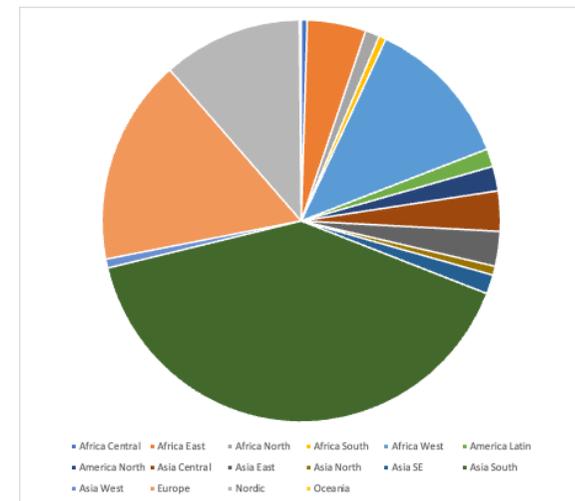


Figure 4. international applicants per region 2022

Table 1. Completion rates overview

Programme	AMATM	AMSTV	TMFMM
Year of admission	2022	2021	2021
INT Reg. Students	3	10	8
NAT Reg. Students	7	2	9
Later part of program	0	1	0
Change to other program	1	3	3
Study leave	0	1	0
TOT Reg students	9	9	14
Registered for Thesis	8	6	10
Other	1	3	4
Completed	7	6	10
Completion rate	78%	67%	71%

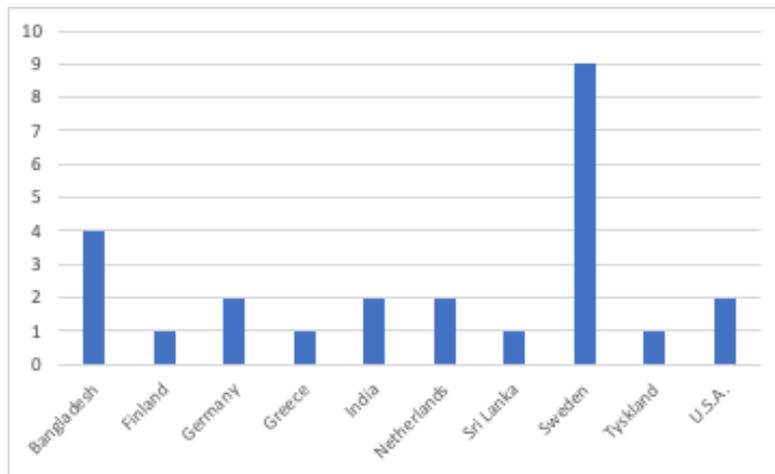


Figure 5. Country of bachelor-level degree

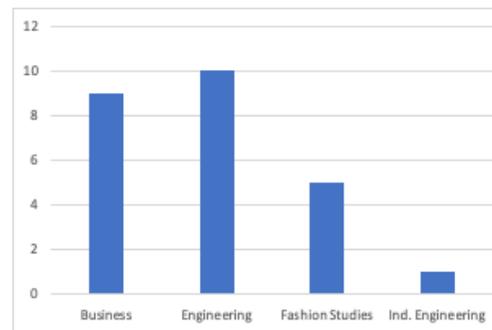


Figure 6. Bachelor-level degree

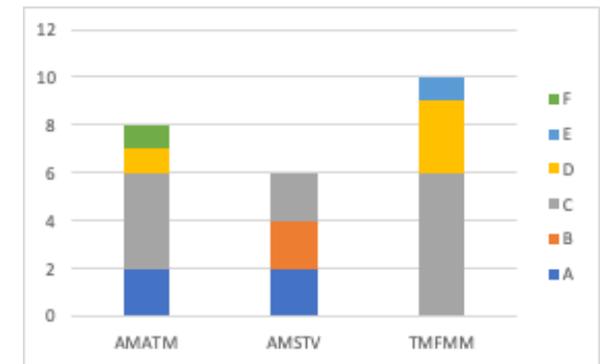


Figure 5. Grades of theses

4. Completion rate

Overall, the completion rates are satisfactory. We did, however, have fewer students than usual due to the fact that the two-year students started when restrictions of the pandemic had not yet lifted and fewer admitted students in the one-year program. In Table 1, the yellow line marks the drop-outs. Among the eight students who did not register for the thesis course, two students never took any grades at all, and two left with less than 30 credits. Two have unfortunately been suspended, but the final two have received individual study plans and will hopefully be part of next year's statistics.

Out of 24 students registered for the thesis course in Spring 2024, only one student did not pass. The overall grade of the theses is, of course, a concern. As can be viewed in Figure 7, only two theses received the grade A.

Figures 5 and 5 give an overview of the bachelor-level academic background of the students who graduated as well as the country in which they received that degree. Eight out of 24 students were paying students, most of them from Asia, and most of them registered at the Textile Value Chain Program (AMSTV)

5. Students' voices

This year, we had real trouble getting students to fill in the survey. In the end, none of the students filled in the survey. On the other hand, now that the pandemic was over, we grabbed every opportunity to talk with the students in the classrooms. Thus, evaluation was made continuously with the students in larger groups but also with the student representatives in smaller groups. The initial reactions from the students regarding the changes in the course Theoretical Foundations, where we have included academic writing and team management skills.

In general, the students found the workload manageable. The two-year students were concerned about the heavy workload for the first semester, but this has been altered for the one-year students with better coordination between the course managers in this period. We still struggle with getting schedules up on time and a slow response rate for exam grading.

The initial efforts to increase **collaboration with industry and profession** have been well received. This includes both visiting companies and self-administrated visits at the companies by the students.



6. Faculty member's reflections

Resources and connection to research:

Overall, the program is run by faculty members that are also active researchers. There are a few exceptions to this, though this is mainly explained by courses requiring specialized knowledge. In addition to the professors and researchers within Textile Management, there are also professors and docents from other disciplines, such as Business Administration, teaching within the program.

Meeting on quality and faculty evaluation:

In August, faculty members met up to discuss the programs including quality and progress. The discussion followed up on several topics, of which two were deemed crucial from the year prior: academic writing/methods/study skills, and professional competencies. In regards to **academic writing/methods and study skills**, there was previously a general sense that there is need to clarify the progression throughout the programs for students as well as teachers. Today, there has been developments in this direction to align the skill progression, and specific changes have been made to the methods course to integrate practicing researchers to instruct around the topic of academic writing and information seeking. More detailed mapping and communication of skills progression in the program is currently in progress.

Previous discussions around **professional skills** concerned two types of skills. First, skills that are considered necessary for professionals, primarily digital competencies related to different software and team management programs. Second, skills supporting student employability, such as networking competencies, engagement with industry professionals, etc. While no specific discussions were had regarding integration of these skills, efforts are required and in development.

There has been clear concerns that there is ongoing need to focus on strengthening the **marketing** of the programs since there has been downward trends in the number of students.

Course reports

There are a lot of course reports missing for these programs. The primary reason seems to be a lack of responses to the surveys.

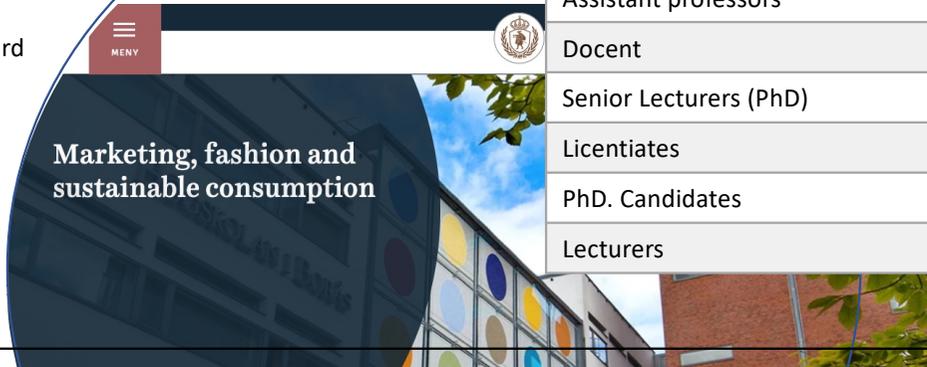
Resources

As presented in the table to the right, there is a reasonable number of professors and senior researchers involved in the programs.



Textile Value Chain Management (TVCM)

The aim is to increase the textile industry's national and international competitiveness and its ability to create sustainable value.



Marketing, fashion and sustainable consumption

4 Number of courses led by a professor

Faculty resources	Textile Management	In program
Professors	3	4*
Assistant professors	0	0
Docent	3	2*
Senior Lecturers (PhD)	9	8
Licentiates	1	1
PhD. Candidates	5	0
Lecturers	3	2

*Resources from other relevant fields of research are employed

7. Summary of key quality aspects

1. Students' opportunities for participation and to take responsibility

We still struggle with a very low rate of students' responses to the program quality evaluation survey (less than 30% of students) and to course evaluation surveys. As mentioned above, this has been compensated for with the help of monthly program meetings to assess students' needs and satisfaction levels with courses and the program in general. In addition, students are also able to communicate with faculty through their students' representatives, that the students themselves elect. The student representatives are also invited to board meetings making sure that their voices are heard there as well.

2. Relationship between the courses in the program as well as goals of examination, learning goals, pedagogical approach, and examinations.

Based on program evaluation and discussion with students and faculty, the learning outcomes and contents of the program courses are viewed as relevant. Progression between the courses, although generally considered clear, requires further development, with a specific focus on **methodology and academic writing progression**. Feedback and peer evaluation was pointed out as especially desirable.

3. Integration of research in the program

Three professors, all part of the Textile Management research environment, are included in the program teaching team of courses that reflect their respective competencies. All lectures in the program taught are by active members of research groups at the Swedish School of Textiles and take part in both research and education-oriented projects at national and international levels.

4. Resources of the program and how they have been used.

Faculty resources (as depicted in section 4) have been actively utilized in program teaching activities, where faculty competence and research engagements are aligned with course management and teaching responsibilities. Teaching resource allocation is jointly discussed before each study year among the faculty members to ensure the efficiency and effectiveness of educational activities.

5. Usability and preparation for a professional life in transformation.

Student satisfaction with the connection that the program has to professional life is mixed. On the one hand, many teachers have professional experience that they relate to, and the two-year programs offer opportunities. On the other hand, partly due to the pandemic, there were unusually few practitioners in the classrooms this year, which is, of course, something that the students felt would have been needed.



9. Prioritized development for 2023/24

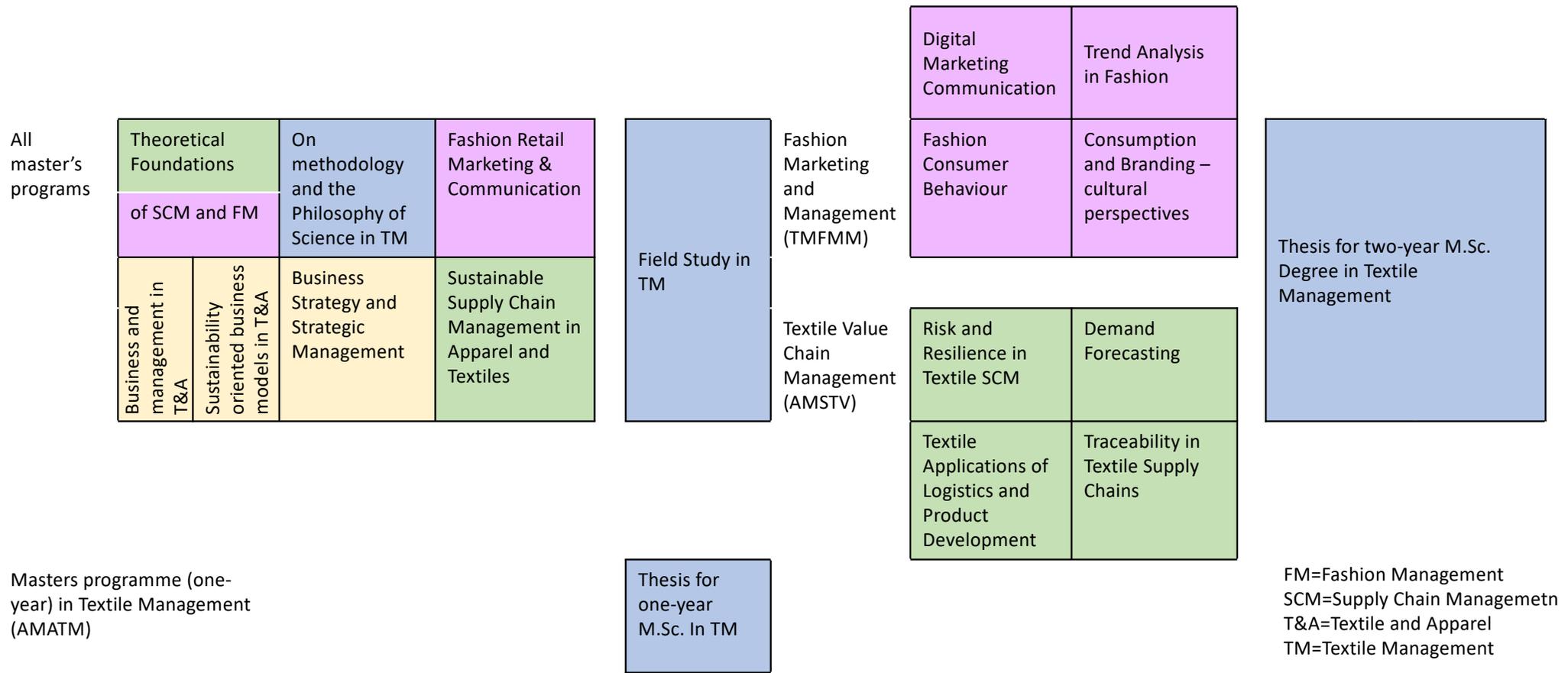


By the end of the year, Olga Chkanikova decided to hand over the role of program manager for the Textile Value Chain Program. Sara Harper was appointed the new program manager, and in the process, the distribution of workload between the two program managers has changed so that it is equal. For next year, there are a number of processes that need to be finalized.

- The developments that have taken place this year regarding **academic writing and methodological progression** in program courses to provide a foundation for further formalization and communication need to be finalized and described for communication.
- Ongoing efforts to strengthen connections to **professional experience** and enhance students' employability potential continue to be a focus area. In particular, this will include integrating new ways for students to fulfill the Field Study course and formalizing the offer of various career skills within and around the program courses.
- During the academic year, an International student recruitment coordinator joined the team. This should strengthen international recruitment and **marketing activities**, still there is a need for more focus on development of marketing and recruitment on a national level.
- The required developments related to **project management** skills, as suggested by the Advisory Board, have been implemented in one of the introductory courses. In the coming year, evaluation and improvements will be in focus. We now need to see what the result will be.
- Continued efforts are required to find ways to encourage students to respond to **quantitative evaluation surveys** as well as give oral feedback.

Appendix A - Overview programs and courses

	Year 1					Year 2			
	Period 1	Period 2	Period 3	Period 4		Period 1	Period 2	Period 3	Period 4



APPENDIX B - Audit2020 to-do-list

Completed	Ref. to action plan	Responsible	Completion	Comments
Updated program syllabuses	2,3,4,11,14	PM	2020-06-20	
Introductory course Theoretical foundations of SCM & FM	3, 10, 22	Jenny	2021-09-20	This was implemented fall 2021
Program meetings	6, 36, 37, 40	APM	2020-0928	Throughout the year program meetings for students are held for Q&A
The TM team - expanding resources	18, 19,	Dir of Studies	2021	Two additional faculty members in TM has been added
Overall coordinator appointed	25	Dir of Studies	2021-01-01	Jenny Balkow was appointed coordintor
Advisory boards	38	PM	2021-11-01	Two advisory boards were set up
Routine for program evaluations	35,39	PM		The routines are described in the program report
Broaden perspective on Sustainability	34	CM	2021-09-01	Spread in many courses
Thesis writing / Methodology course, incl. overview of theses contents	27, 28, 29, 30, 31,	CM + PM	2023-09-01	
Admissions activities routine	new	Jenny	2023-09-01	Completed

In progress	Reference	Responsible	Deadline	Comments
TM collegial meetings for increased communication	7, 23, 24	Pro-Prefect	2024-12-31	Ongoing
Program overview in terms of content incl. progression BA/MA	1, 8, 9, 20, 26, 1	PM	2024-09-01	Ongoing
Research groups relationship outlined incl. tutors	12, 21	PM	2024-09-01	Ongoing
External relations coordinator involvement	31, 32	Jenny	2024-09-01	Ongoing
Academic writing process	16, 17	Olga	2024-09-01	Ongoing
Open up for elective courses.	33	PM	2024-12-01	Ongoing

Not yet in progress	Reference	Responsible	deadline	Summary
Book on TM	5	TBD		

APPENDIX C - List of Theses 2023

Textile Management (one-year) 60 ECTS

Flognman, E., and Landegren, E., (2023) *Expanding warehouse operations as a fashion brand – a case study about motivating factors and challenges*. Master's thesis (15 ECTS) 2023.18.01, Textile Management, University of Borås.

Källén, S. (2023) *Sustainable entrepreneurship – idolization and pitfalls*. Master's thesis (15 ECTS) 2023.18.03, Textile Management, University of Borås.

Paparsenou, D., and Prasath Sivasubramaniam, R. (2023) *Scrutinising the Asian supplier attitude toward the digital product passport*. Master's thesis (15 ECTS) 2023.18.04, Textile Management, University of Borås.

Victorson, S., and Reynolds, S. (2023) *Greening the thread – a comparative study for design processes to reduce microplastics shedding in Swedish textile companies*. Master's thesis (15 ECTS) 2023.18.02, Textile Management, University of Borås.

Textile Value Chain Management (120 ECTS)

Herzberg, P., and Pirwitz (2023) *Analysing the EU textile and clothing material flow with an emphasis on reuse-based value chains*. Master's thesis (30 ECTS) 2023.7.01, Textile Management, University of Borås.

Saleheen, A., and Afrid, S. (2023) *Potential of decentralised blockchains for the digital product passport - Need for traceability and transparency in the textile industry*. Master's thesis (30 ECTS) 2023.7.03, Textile Management, University of Borås.

Tasnime, Z., and Buckley, C. (2023) *Managing the implementation of sustainable polyurethane (PU) coating for functional wear*. Master's thesis (30 ECTS) 2022.7.02, Textile Management, University of Borås.

Fashion Management and Marketing (120 ECTS)

Canervo, S., Evebring, A., and Lindblom, S. (2023) *Second-hand assortment: Stop hiding, start providing - An exploratory study on highlighting the second-hand segment of menswear in Sweden*. Master's thesis (30 ECTS) 2023.5.03, Textile Management, University of Borås.

Norava, N., (2023) *Luxury lingerie advertising – objectifying or empowering?*. Master's thesis (30 ECTS) 2023.5.01, Textile Management, University of Borås.

Perera, M. S. R. (2022) *Hermès in ASMR style, A study of ASMR in fashion marketing footage and associated experiences of luxury brand lovers*. Master's thesis (30 ECTS) 2023.5.06, Textile Management, University of Borås.

Poth, A., Turner, J. and Göthelid, L. (2023) *Phygital Fashion Week - A qualitative study of the contemporary Copenhagen Fashion Week*. Master's thesis (30 ECTS) 2023.5.02, Textile Management, University of Borås.

Rayhana, J. (2023) *Stitching to social impact: insights into the role of tier one suppliers in social sustainability road-view from brand's eye in developing countries*. Master's thesis (30 ECTS) 2023.5.05, Textile Management, University of Borås.

Sollwedel, K. and Bak, M. (2022) *Consumer Valhalla – a case study on the phenomenon of SHEIN Consumer*. Master's thesis (30 ECTS) 2023.7.04, Textile Management, University of Borås.