Program Report

Program Name: **Master Program Textile and Fashion Design**	**Ladok Code:** **KMAMT 22** **KMAMT 23**
Extension: **120 Credits**	**Admission round** **2022- 2023**
Program Coordinator: **Marjan Kooroshnia**	

Contents and input

When preparing the program report, the procedure for program evaluation at the Academy of Textiles, Technology & Business (Dnr 251-22) is followed. According to the **Guidelines for Continuous Evaluation of Courses and Educational Programs** at the University of Borås (Dnr 589-17), the program report considers the following aspects:

1. **Students' opportunity for responsibility and participation**

Students have the opportunity to exercise influence and take responsibility for their own learning through:

- Student program evaluations
- Course evaluations
- Representation in the Artistic Board for Research and Education (Programråd)
- Direct contact with the Program Coordinator, Course Coordinator, and Head of Subject

Analysis of:

Student Authority and Involvement

All students are informed about their role in program evaluation during the program introduction day. They are made aware of their rights as students and their responsibility in contributing to the development of a positive educational environment around them.

Student Program Evaluations
Program evaluations are conducted twice a year by the program coordinator and the pro-prefect. Students are given the opportunity to evaluate their program, courses, and learning outcomes, providing feedback on what worked well and what could be improved.

Evaluations take place at the end of each semester, with specific dates set for the academic year 2023/24 (January for HT23 and May for VT24). All students were invited to participate in these evaluations, which were conducted on-site. Alternative feedback options, both oral and written, were provided for students who could not attend in person. Three absent students submitted written feedback by the end of the academic year.

The evaluations covered the program curriculum, course structures, and content for the academic year 2023/24, with a focus on the "KMAMT Mode och Textil" program. Below are the evaluation dates and the total number of students present in each case:
- KMAMT 22 program evaluation on 2024-01-24: 8 out of 20 students were present.
- KMAMT 22 program evaluation on 2024-05-15: 14 out of 20 students were present.
- KMAMT 23 program evaluation on 2024-01-24: 15 out of 20 students were present.
- KMAMT 23 program evaluation on 2024-05-15: 13 out of 20 students were present.

Course Evaluations
Course evaluations are conducted after each course by the course coordinator, either in an online format (via Canvas) or verbally through the distribution of a questionnaire. Both formats are conducted anonymously. Students have the opportunity to provide feedback on the course, reflecting on what worked well and what could be improved.

Representation in the Program Council (Programråd)
Students have the opportunity to be appointed as representatives of the program council, which meets twice a year for each specialization (Textiles and Fashion). The purpose of the program council is to ensure the quality and relevance of the education, with a particular focus on professional and research connections. It serves as a forum where external and internal stakeholders meet to discuss strategic educational issues.

Direct Contact with Program Coordinator, Course Coordinator, and Heads of Subject
Ongoing dialogue is possible through program and course evaluations, as well as through direct, informal contact with the program coordinator, course coordinator, and heads of subject. This additional opportunity for direct communication, outside of scheduled evaluation and feedback sessions, has been appreciated by students. It allows for timely discussion of issues, which can be addressed and resolved more efficiently rather than being prolonged.

Content, Forms of Teaching, Examinations and Progression

Content and Forms of Teaching
- The program focuses on a combination of individual design projects that allow students to develop and apply their skills progressively and courses in design methodology, artistic development, and seminars.
- Students are expected to complete four major design projects, which form a significant part of their evaluation. These projects cover aspects such as:
  - Development of original design concepts.
  - Exploration of materials, techniques, and aesthetics.
  - Critical reflection on both individual and peer work.
  - Application of theoretical and practical design knowledge to their chosen specializations.
- The examination also includes documented reflection on the design process and outcomes, presented through text, images, or other media.

Format of Teaching
- Project-based learning
- Workshops and labs
- Supervision
- Guest lecturer and external supervisors
- Presenation and Seminars

Format of Examination
Examinations are conducted through:
- Design work evaluation: Students are evaluated on the outcomes of their design projects. This includes both the practical execution and the artistic and technical depth of the work.
- Oral and visual presentations: Students present their work in various settings, such as seminars and public exhibitions, where they should explain their design choices and receive feedback.
- Documented reflection: Students are required to provide a written or visual reflection on their design process and how it relates to broader design discourse, sustainability, and other relevant themes.
- For the final Master's degree project, students are expected to document their work in a collection, which is evaluated by external opponents such as professors from Nordic or EU design schools or professional designers in the students' specializations.

This examination approach ensures that students demonstrate not only technical skills and artistic ability but also critical thinking and an ability to engage with broader design issues.

Based on the feedback provided by students:
- The format of supervision was adjusted from solely one-to-one supervision to a combination of one-to-one and group supervision. This change was made to expand opportunities for students to receive diverse feedback from multiple supervisors, enhancing their learning experience and development.
- Some of the supervision sessions are now conducted in collaboration with lab technicians, allowing students to receive technical feedback and solutions directly from the technicians. This approach ensures that students gain valuable, practical insights and can address technical challenges more efficiently during their project development.
- The format of some seminars was immediately changed for current and upcoming courses in both the first and second years. Some seminars are now designed to be presentation-based, involving only a group of students and the examiner. Other seminars will include groups of students together with all supervisors and the examiner, providing a broader platform for feedback and discussion.
- Courses such as Artistic Development and Advancement Project will be extended to provide students with more time to develop their artistic practice and craftsmanship. This additional time will help students refine their ideas and concepts, ensuring they are well-prepared for the second year of the Master's program with a solid foundation to build upon (read more in the Prospective Alteration Initiatives section).

- The final elective course at the end of year two will include an additional track that teaches students how to prepare for direct entry into professional roles. The course will emphasize real-world application by inviting companies to participate, evaluate students' portfolios, and assess their presentation skills, ensuring that graduates have a strong understanding of industry needs and trends.

Links to Research

- Master students are offered the opportunity to engage in an active research environment through Research Seminars held every week. These seminars provide a platform for MA students, Ph.D. students, and senior researchers to gain insights into ongoing research projects—both internal and external. Participants can engage in discussions and reflect on various topics, methodologies, and perspectives.

- In addition, research initiatives such as ArcInTex, the Body and Space Program, and the Smart Textile Design Lab further contribute to this dynamic and diverse research environment.

- Ph.D. students also play a key role in linking education and research by offering insights into their fields of expertise through workshops, lectures, and supervision, thus fostering a deeper connection between theory and practice.

- Master students have frequently participated in research projects led by Ph.D. students and teaching staff. These collaborations, which often take place through workshops and project involvement, have contributed to joint publications and further expanded the research community.

- Master students have the option to select the Artistic Research Course after completing their degree work. This course has been recognized as particularly valuable for those considering Ph.D. studies, offering a mind-opening and enriching experience. Upon graduation, interested Master students may continue their research journey by pursuing Ph.D. studies or by joining the research environment as research assistants.

Resources

Master students have access to the university's workshops and labs through program courses. Access to these facilities is determined by the student's chosen specialization and the availability of resources, which is allocated within periods P1-4. Furthermore, students were granted access to essential digital tools, including Adobe programs, CLO 3D, Pointcarré, and other software to facilitate their digital development.

In addition to lab resources, students were provided with various tools and opportunities to develop and present their work, including photoshoots, models, and presentation platforms such as exhibitions. This year's showcasing platforms include Exit (Borås), Copenhagen Fashion Week, and Dutch Design Week (DDW). Graduate works are also featured on the Design Department's website, which serves as an archive and information hub.

Improvment:

The limited access to knitting labs has posed challenges, as laboratory work is crucial for the development of student projects. The issue of limited lab access, due to an insufficient number of technicians in the knitting lab, should be discussed further with the section managers and the lab director.

Access to Pointcarré is essential to enhance students' technical skills and save time for both students and technicians.

Additionally, digital scheduling is needed for all labs to streamline the booking process and ensure efficient access to lab time across different facilities.

Utility and Readiness for Professions

- The program integrates hands-on learning through workshops and labs, allowing students to develop technical skills directly applicable to the textile and fashion industries. The inclusion of specialized tools like CLO 3D, Blender, VR and Adobe programs ensures students are proficient with the digital tools used in professional practice.
- Students engage with various textile techniques, including advanced knitting, weaving, fabric dyeing and printing and garment construction, giving them a broad foundation to excel in technical roles within the industry.
- The program provides opportunities for students to present their work on prestigious platforms like Copenhagen Fashion Week and Dutch Design Week (DDW). This exposure not only builds students' portfolios but also gives them experience in professional networking and showcasing their work to potential employers, clients, and collaborators.
- Through design seminars and artistic development courses, the program fosters critical thinking and reflection, essential for problem-solving in professional settings. Students learn to critically assess both their own and others' work, enhancing their ability to adapt to various professional challenges.
- Through the final elective course at the end of year two, graduates learn how to pursue research roles or Ph.D. programs or being well-prepared for direct entry into professional roles. The course's emphasis on real-world application ensures that students graduate with a solid understanding of industry needs and trends.
- The design practice courses (internships) facilitate close collaboration with industry stakeholders, offering students valuable real-world insights and professional connections. This ensures that students are well-prepared for employment or entrepreneurial ventures within the textiles and fashion sectors.

Prospective Alteration Initiatives

To further enhance the Master's program
- two new specializations have been designed and introduced: Textile Interaction Design and Performance Wear. There is a strong focus on close collaboration between the Master's program and industry stakeholders, which should be further pursued and integrated. This involves ongoing discussions and revisions of the program and course syllabi during work meetings involving program coordinators, course coordinators, and head of subjects.

- We propose updating the program sequence by removing the first course and incorporating its content into the final course of the first year. This adjustment will streamline the curriculum and allow for a more cohesive learning experience. Additionally, we suggest shortening the second course to create more space for the Artistic Development course, extending its duration. This change will provide students with increased time to refine their craftsmanship and artistic practice skills. The content of these courses will undergo slight adjustments to better align with the revised program structure. This will ensure that key learning objectives are met while allowing for a more streamlined and cohesive learning experience for the students.

Current sequence:

Konstnärligt masterprogram i mode- och textildesign
Ladok-kod: KMAMT 120 Hp
Läsår 1 2024/2025 Klass: KMAMT24

Period 1	Period 2	Period 3	Period 4

Konstnärligt masterprogram i mode- och textildesign
Ladok-kod: KMAMT 120 Hp
Läsår 2 2024/2025 Klass: KMAMT23

Period 1	Period 2	Period 3	Period 4

2 Seminarieserie en gång varje vecka 40-22, kursavslut v12. 3. Examenskursen: Examination v16

Konstnärligt masterprogram i mode- och textildesign
Ladok-kod: KMAMT 120 Hp
Läsår 3 2024/2025 Klass: KMAMT22

Period 1	Period 2	Period 3	Period 4

Proposed New Sequence for first year

1. **Design Project - Specialization Project (7.5 credits)**
   Remove and incorporate relevant content into the Advancement project course.
2. **Aesthetic Theory - Design Methodology (7.5 credits)**
   Shorten the course duration to 3 weeks, maintaining the essential content while reducing the overall weeks to make room for additional time in the Artistic Development course.
3. **Elective Courses (15 credits)**
   No changes.
4. **Artistic Development - Advanced Level (7.5 credits)**
   Extend this course to allow for deeper focus on artistic practice and craftsmanship, duration will change to 10 weeks.
5. **Design Project - Advancement Project (15 credits)**
   Change the focus of the course to experimental design research, emphasizing the definition of concepts and the design framework. The duration will be adjusted to 14 weeks.
6. **Visual communcation and portfilio (4.5 credits)**
   It is a new course aimed at teaching students how to visually communicate the essence of their projects through photography and portfolio development.
7. **Aesthetic Theory - Design Seminars I (7.5 credits)**
   Keep this course unchanged. The way it runs will be changed. The students will have more active role in inviting guests and running the seminars.

Second year:

1. **Design Project, research course (15 creadits)**
   This course places greater emphasis on refining methods and techniques, enabling students to enhance their skills and produce more polished and professional outcomes.

2. The final elective course at the end of year two will include an additional track that teaches students how to prepare for direct entry into professional roles. The course will emphasize real-world application by inviting companies to participate, evaluate students' portfolios, and assess their presentation skills, ensuring that graduates have a strong understanding of industry needs and trends.

3. Aesthetic Theory - Design Seminars II (7.5 credits)
   Keep this course unchanged. The way it runs will be changed. The students will have more active role in hosting the seminars.