



Fashion & Technology Program Review Quality Assurance Plan

Date submitted to SSCPR: April 27th, 2022

Date Self-Study Report approved by SSCPR: June 23rd, 2021

Date of External Review: September 28th & 29th, 2021

SUMMARY

The Fashion and Technology program aims to deliver practical design and manufacturing methodologies using industry relevant tools and technology through applied practice, techniques, hands-on, and digital applications. Students in the program have a willingness to explore and adapt gained knowledge, skills, and bring with them a diversity in academic attitude. We are a community of passionate and collaborative individuals, focused on working in and supporting an evolving industry.

The Fashion and Technology Program offered through the Wilson School of Design at Kwantlen Polytechnic University is the longest running degree-granting fashion program in Western Canada. The program itself is well known across Vancouver and for delivering relevant and practical skills while ensuring students are industry-ready for their future careers upon graduation. Those completing all four years of the program can apply to graduate with a degree, and those who complete only the first two years of the program might graduate with a diploma. All students in the program currently proceed as a cohort, taking courses in a predefined program model. Data and insights gained in the self-study review process and recommendations from the external review committee highlight a unique opportunity in broadening the program with multiple types of intakes along with offering options within the program so that students might specialize their education.

Students who are admitted to the program are focused, committed, engaged, and passionate. These students are invested in their learning, bringing their own perspectives and insight to what knowledge, skills, and abilities they gain while in the Fashion and Technology program. Over the past handful of years, those applying for and entering the program are often doing so with less of a foundation in construction, design skills, textile knowledge and industry awareness. To support the development of foundational learning in our applicants, while also creating further program marketing opportunities, it is recommended that a dual credit pathway, CPS courses, micro credential options, and foundational level KPU DESN courses be further investigated and implemented. In the words of the External Review Committee, the Fashion and Technology program *“is – and should be – a flagship program at a polytechnic like KPU, and hopefully the institution will support [the Fashion and Technology Program] to grow and expand and gain a national reputation equal to that of Ryerson’s, and an international reputation too.”* The goals and strategies laid out in this plan have been articulated with this quote from the external review committee in mind.

The programs strengths, challenges, opportunities, and threats are summarized below. These are followed by goals and strategies resulting from the self-study and external review reports



Fashion & Technology Program Review Quality Assurance Plan

<p>Strengths</p>	<p>The Fashion and Technology program with the Wilson School of Design is the longest running fashion degree granting program in Western Canada and is one of three fashion degree granting programs in Canada. The program, its students, and alumni are well recognized in the industry for the skills, knowledge, and abilities that they hold.</p> <ul style="list-style-type: none"> • In 2019, the program was awarded best in long term value, best in learning experience, and best overall in the undergraduate fashion school rankings by the Business of Fashion (a globally recognized fashion industry news source), and we are the only Canadian fashion school to be highlighted at the undergraduate level • Program content delivers a balance of hands-on learning, industry-focused experience, and academic rigor • Students experience unique programming in an undergraduate fashion-focused degree that is recognized for preparing graduates to successfully enter the apparel and fashion industry • The program has strong links with local industry partners, many of whom are globally recognized brands (ex. lululemon, Arc’teryx, Aritzia, Hershel Supply Co., Ten Tree, Mustang Survival, Gentle Fawn, etc.) • The program has come to be known as a practical program among applicants, industry, and students with the acknowledgment that graduates gain a breadth of industry relevant skills and knowledge • Located in the custom-built Wilson School of Design building (opened Jan. 2018) with students learning in, and accessing collaborative classroom and lab spaces • The WSD is an educational leader in breadth of industry level equipment and technology • Current cost of the program is highly competitive in the Canadian market • The current class size of the fashion program is viewed as a benefit by applicants, students, and industry partners
<p>Challenges</p>	<p>The fashion industry is a fast moving one, and the onset of the global pandemic in Spring 2020 brought about a number of technology advances. Our greatest challenge within the Fashion and Technology program is the ability to quickly shift, pivot, and include industry innovation (ex. 3D modeling implementation) into the program and curriculum.</p> <ul style="list-style-type: none"> • Obtaining the budget for the technology required to remain industry relevant (WGSN, Optitex/Gerber, Clo3D, VStitcher) while also providing relevant learning materials to support students • Having the time for faculty to learn and maintain their skill set to keep pace with industry innovations • A current lack of dedicated digital learning spaces for augmented and virtual reality development • WSD infrastructure currently in place, including technicians, that support student learning, machinery knowledge, and provide lab support. <ul style="list-style-type: none"> ○ With a growing number of special purpose machines requiring training, and the challenge to fully incorporate training in courses we need additional lab technicians and lab support to ensure machinery, equipment, and spaces are used safely and appropriately. • Accommodating our industry partner needs, and requests for student learning opportunities • Limited program promotion beyond western Canada

<p>Opportunities</p>	<p>The Fashion and Technology program has long followed the same format. Over time, applicants, their learning styles, and industry career options have all changed. An opportunity exists to restructure the program to better serve continuing students, future students, and industry partners. This restructuring has the potential to broaden the program’s inclusivity to a range of learners, while at the same time expanding content covered in the program. To complement a program restructuring we see great opportunity to increase program marketing and student recruitment efforts across Canada.</p> <ul style="list-style-type: none"> • Further collaboration with other Wilson School of Design programs on projects, resources, courses, and student learning • Broaden promotional efforts across Canada and internationally to attract an increasingly diverse student body • Continue to work with local industry members to identify knowledge and skills needed and implement them through CPS courses or micro credentials, until program curriculum changes take effect • Create additional learning partnerships with other KPU faculties • Strengthen the program with multiple types of intakes (ex. dual credit, Youth Training in Trades, industry re-training and upgrading, selective entry) • Develop learning streams within the program for students to specialize their education • Address the misconception of fashion education and the variety of viable and successful career options in the fashion industry • Increase program relevancy and currency
<p>Threats</p>	<ul style="list-style-type: none"> • In January 2020, LaSalle College Vancouver accepted their first intake of their fashion degree program. • Capilano University is in the approval stage of moving their diploma Costuming for Stage and Screen into a degree. • The main competitor is the fashion program at Toronto Metropolitan University. This is the longest running fashion degree granting program in Canada and has national recognition. Addressing this threat requires enhancing national and international marketing and recruitment efforts, while increasing promotion of student and alumni achievements. • Overcoming the misconception that fashion isn’t a profession. The reality is that the fashion industry in Vancouver is thriving, and home to several globally known brands.



Fashion & Technology Program Review Quality Assurance Plan

QUALITY ASSURANCE GOALS

List the program’s Quality Assurance Goals (broad statements about what the program intends to accomplish to ensure program quality). Identify the Recommendation(s) – drawn from the **Self-Study Report and External Review Report** - each Goal addresses. Provide a brief Rationale for each Goal (see the Quality Assurance Plan Guidelines for instructions). Add or remove rows as necessary.

GOAL 1: Address currency and instructional design of curriculum relevancy.

RATIONALE FOR THIS GOAL: To promote relevancy in our program, there are specific changes which, if implemented, could result in improved overall program quality. The Self-Study report indicates that while the previous program review had some beneficial implementations, this current review process will offer opportunities to address challenges with course content scaffolding and disparity in course learning outcomes (p. 6 of Self Study Report - 06/21). This self-assessment is in alignment with the External Review statement regarding primary feedback themes specific to the introduction of enhanced curriculum updates. (p. 8 of External Review 7/21). Addressing recommended changes will allow for the program to also align curriculum updates with KPU’s sustainability framework and the United Nations (UN) Sustainable Developed Goals.

Recommendation(s) this Goal Addresses	Report (page number)
Explore what courses might shift to a EXP or MAS grading format	Self-Study p. 58
Update curricula to include body type inclusivity, diversity, and equity (ex. non-binary, plus size, transgender)	Self-Study p. 45
Build on collection of dress forms that reflect body inclusivity (gender and sizes)	Self-Study p. 58
Implement additional 3D modeling technology into curriculum and provide opportunities for students to work with software such as CLO3D.	Self-Study p. 12,33,34,45,62,73
Shift recommendation to take ENGL 1100 during first year of program	Self-Study p. 57
Enhance reading comprehension and numeracy skills within program, and ensure students are aware of the skills which they are developing.	Self-Study p. 45
Increase opportunities for students to explore iterative design and prototyping, along with finished packages.	Self-Study p. 45
Identify Fashion and Technology courses to meet the Writing-Intensive Requirement and Quantitative Requirement for compliance with Policy AC 14.	Self-Study p. 45
Integrate additional travel opportunities into the program for students	Self-Study p. 45
Integrate resiliency training (for students) into Fall start up orientation <ul style="list-style-type: none"> • Request that there might be a resiliency training ‘badge’ that then may be required as part of a foundational level FASN program course 	Self-Study p. 63
Decolonize curriculum, while fostering Indigenous design practices to better align with KPU Vision 2023 (Appendix 17) <ul style="list-style-type: none"> • Include indigenous consultation while planning curriculum updates that touch on this knowledge area 	Self-Study p. 45

Recommendation(s) this Goal Addresses	Report (page number)
<ul style="list-style-type: none"> • Include Indigenous guest speakers or guest lecturers 	
Maintain KPU FASN's industry-inspired curriculum - will continue to evolve and respond to changes in the field, ensuring WSD FASN students are well equipped to succeed in the 21st century global fashion economy	External Review p. 10
Shift practicum from a 3-credit class to a paid internship/co-op work experience in the senior semester with longer placements may create the opportunity for students to further refine soft skills and apply acquired academic knowledge to real world experiences	External Review p. 7
Form a program student committee to provide feedback on proposed curriculum changes	Self-Study p. 58
Examine projects across all years to foster connectivity between student work and industry practises.	External Review p. 8
Develop and acquire more industry relevant technologies and technological interfaces that that can be used increase the students' skills in 3Dimensional Patternmaking and Wearable Technology.	Self-Study p. 64
Adding a Clo3D course is recommended due to its increasing popularity for virtual garment creation in the industry	External Review p. 8
Explore PD or guest speaking options for faculty to better support learners requiring counseling supports	Self-Study p. 63
Portfolio standards also may need some re-evaluation to ensure students graduate with a portfolio that aids in employability	External Review p. 8
Explore a wider variety of delivery mode options to meet the needs of the 21st century learner (lab, lecture, studio, in person, online, hybrid, etc.)	Self-Study p. 57
Promote a cohesive faculty-driven approach to ensure the program addresses issues of current ethical and ideological relevancy.	External Review p. 9
Recommend the introduction of sustainable business models into the curriculum to provide students with knowledge and tools to understand and critically assess materials, economics, aesthetics, philosophical concepts, social responsibility, and the impact of their design decisions	External Review p. 8
Gerber vs. Optitex decision be re-evaluated in the context of current employment expectations and what is in student's best interests as they enter into the industry	External Review p.8
Continue work on Sewing focused OER (this project was started Fall 2020)	Self-Study p. 45
Promote Learning Centre student peer tutor positions to current FASN students <ul style="list-style-type: none"> • Peer tutors to provide support with content covered and explored in the FASN program 	Self-Study p. 63
Students would likely benefit from instructors who have more relevant/updated industry experience. It's imperative that faculty be supported to maintain and develop currency through professional development funds, granting opportunities and educational leave opportunities	External Review p. 8
Start work on a pattern drafting focused OER	Self-Study p. 45
Create an OER exploring the many different career pathways available in the fashion industry and job descriptions for student reference	Self-Study p. 45
Increase digital references (ex. A virtual library) of foundational skills in sewing, pattern drafting, and production knowledge to build on student learning in courses <ul style="list-style-type: none"> • A sewing focused OER is being worked on but needs a faculty time release for greater focused and dedicated work • Development of resources will need videography and development funding and support 	Self-Study p. 63



Fashion & Technology Program Review Quality Assurance Plan

GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants.

RATIONALE FOR THIS GOAL: Creating curriculum delivery options and flexibility that are built into the program will allow for opportunities for students to personalize their learning, gained knowledge, skills, and abilities. Meeting this goal will allow for students to better prepare for their envisioned future careers, while also allowing for a flexible path so that students are able to manage school, life, and other. These options and program flexibility have the potential to attract additional applicants.

Recommendation(s) this Goal Addresses	Report (page number)
Establish a path into the program (ex. Dual Credit) to support secondary school students	Self-Study p. 22
Assess for the possible inclusion of specialization streams within program	Self-Study p. 57
Develop formalized articulation agreements with post-secondary fashion programs in both the Vancouver area and across Canada.	Self-Study p. 22
Create additional opportunities for applicants to gain foundational knowledge in design and construction to find success when assembling an entry portfolio	Self-Study p. 44
Increase competitive edge of fashion and technology program through: <ul style="list-style-type: none"> • Restructuring program to include specialization paths • Increasing industry linked projects throughout the program • Creating additional links between program content and curriculum for enhanced understanding • Integrating a paid co-op option for students • Incorporating additional out of province or global travel and learning opportunities for students • Inquiring into possibility to create links between the fashion program and the School of Business Entrepreneurial Leadership program so that those looking to gain greater knowledge in an entrepreneurship career path might do so. 	Self-Study p. 21
Develop additional CPS or Micro Credential courses aimed at potential applicants to develop their skills and knowledge prior to entering the program	Self-Study p. 57
Continue to develop and add to Continuing Studies Course offerings by: <ul style="list-style-type: none"> • Developing courses that appeal to industry professionals (through industry consultation) as industry upgrades, home economics teachers, general interest, and future potential students. • Building and plan a 12 month Continuing Professional Studies calendar with a range of in-person (when possible) and virtual courses. • Re-implementing master classes 	Self-Study p. 22
Continuation of (and marketing of) FASN CPS courses	External Review p. 6
Creation and dissemination of WSD masters classes - perhaps funding found to create and market these online	External Review p. 6
Connect to other provincial high school associations (like THESA) could help raise awareness and interest in the program, increasing out of province applications	External Review p. 6

Recommendation(s) this Goal Addresses	Report (page number)
Recruit mature students wanting to upgrade skills (or reaching out with scholarships to refugee communities where these skills are already present because they often put food on the table) might create a stronger skills-based student body and keep classes filled throughout the four years, perhaps even help grow the program (two cohorts of 22 feels more appropriate for a strong program like this with the potential to have a strong national and international reputation).	External Review p. 8
Introduction of master's classes (and possibility a thematic CPS courses or micro-credential classes) would allow students, alumni (and potential students) to focus on industry "hot topics" such as sustainability, size diversity, Indigenous fashion studies, cultural appropriation issues, diversity in traditional gender blocks, diversity in adaptive industry	External Review p. 6
Further support applicants in developing foundational skills before program entry - pre-entry workshops, classes and programs can offer experiential learning opportunities including written and visual communication, and portfolio development for middle and high school students	External Review p. 7
Further investigate the purpose and options available for our annual designer spotlight and fashion show events and how they might shift into a post-pandemic future	Self-Study p. 22
<p>Increase student recruitment efforts both locally and across Canada by:</p> <ul style="list-style-type: none"> • Seeking out opportunities to promote the program internationally, highlighting the unique position that Vancouver holds in the global apparel industry and the many global brands based here. • Requesting additional KPU marketing support for promoting the program, and/or faculty time release for specialized and focused program promotional activities • Increasing community engagement by welcoming secondary school textile classes on campus to work in the labs and gain an introduction to the Wilson School of Design. • Developing detailed program information to share via WSD website, social media and info handouts on career possibilities and salary ranges for the apparel industry. • Updating program website for information on alumni, students, faculty, and program initiatives, projects, and activities. • Increasing social media presence, including regularly creating posts that feature students, their work, and program initiatives • Advocate for increasing KPU support for domestic student housing 	Self-Study p. 21
Shift cohort system to a pyramid model (offering more entry-level classes or having larger class-sizes in year 1, or running and promoting the DESN course referenced in the chapter might create fuller and stronger upper-level cohorts and account for attrition	External Review p. 7
The program should have stronger national and international reputation especially given its students' and alumni's connections to the strong/thriving industry in Vancouver and the strength of the programs memberships	External Review p. 6



Fashion & Technology Program Review Quality Assurance Plan

GOAL 3: Implement and build on existing experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

RATIONALE FOR THIS GOAL: The Fashion and Technology program has a history for reputable engagement amongst students and industry. As students arrive wanting to work in an increasingly diverse range of roles, we need to expand how and what we teach, incorporate additional industry experts, expand relationships with relevant partners, and facilitate mentorship and experiential learning so that each student's passion drives their intrinsic motivation to succeed.

Recommendation(s) this Goal Addresses	Report (page number)
Include industry members as course faculty in specific relevant courses	Self-Study p. 58
Shift the advisory committee membership to three-year terms to ensure there is regular turnover allowing for a variety of insight and perspective <ul style="list-style-type: none"> • This shift will align with KPU Policy AC1 on Program Advisory Committees 	Self-Study p. 21
Recommend the department consider a stronger mentorship model with industry representatives and a stronger, more formalized focus on teaching students how to use specialized machinery	External Review p. 9
Seek to create partnerships with industry companies so that Gerber training might be supported.	Self-Study p. 45
Build on current practicum program by increasing work experience opportunities within the program through: <ul style="list-style-type: none"> • (Paid) Internships with industry partners • Develop co-op placements through the Wilson School of Design 	Self-Study p. 45
Industry hot topics could also be highlighted through talks by industry contacts/professionals	External Review p. 6
Increase formal advisory board meetings to 3 times a year and explore how to utilize advisory board more fully	External Review p. 6



Fashion & Technology Program Review Quality Assurance Plan

GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

RATIONALE FOR THIS GOAL: The Fashion and Technology program faculty are committed to maintaining a healthy life-work balance for students. Resilience and leadership skills and abilities are all impacted by student mental health. Providing additional supports, such as alumni and peer mentorship, to those entering and continuing in the program will ensure they are successful in their educational goals.

Recommendation(s) this Goal Addresses	Report (page number)
Introduce students to other career enhancing areas of study in the arts or in business at KPU	External Review p. 7
The self-study identified the need for clarity around how students were to be evaluated and we (External Review Committee) support this	External Review p. 9
Seek relevant, ongoing, and dedicated support from the KPU Office of Advancement for program awards and grants for student recruitment and support	Self-Study p. 69
Collaborative opportunities scheduled outside of regular department meetings to discuss due dates, integration of key current themes into courses, attain scholarships for skilled but impoverished students, or develop learning opportunities for students in a pandemic	External Review p. 9
Develop a DESN course for secondary students transitioning to post-secondary education <ul style="list-style-type: none"> • Similar to KPU 100, but with a focus in design 	Self-Study p. 45
Advocate for more robust alumni engagement <ul style="list-style-type: none"> • Develop supports for those pursuing entrepreneurship • Seek additional institutional supports for the Wilson School of Design alumni chapter 	Self-Study p. 22

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

List the Recommendations from the Self-Study and External Review this Plan does not address. Provide a brief rationale for why these Recommendations cannot be addressed. Add or remove rows as necessary.

Recommendations	Report (page number)	Rationale
Develop a Wilson School of Design or Fashion and Technology formal peer-to-peer mentoring program for increased program support Establish a formal peer to peer mentorship program within in program or WSD for additional student support	Self-Study p. 63 Self-Study p. 57	This is a Wilson School of Design initiative requiring support and ideally budget to implement. With the aim that this peer-to-peer mentoring program might be implemented long-term on a permanent basis across the Wilson School of Design conversations regarding implementation might take place at WSD Faculty Council.
Explore options within the WSD to formally track why students might choose to leave programs	Self-Study p. 22	Students aren't always transparent in sharing information and data regarding why they might step out of the Fashion and Technology and other WSD programs. The KPU Office of Planning and Accountability might potentially be of support in obtaining this data and developing methods to track this information.
Research feasibility of a Master of Design program	Self-Study p. 45	A Masters of Design would be situated within the WSD and require much research, investigations, planning and development. This initiative is currently being explored with the support of a faculty time release to better understand the feasibility. This work is beyond the scope of the Fashion and Technology Quality Assurance Plan.
Increase lab access hours and support <ul style="list-style-type: none"> • Increase access and training to specialized machinery for students outside of class time • Increase hours that are supported by (paid) peer mentors and/or lab technicians for open lab access Enhance the lab experience with greater hours and additional technician support	Self-Study p. 57 Self-Study p. 64	While the increased lab access is very much needed, especially as we look to the return of being more fully on campus since the onset of the global pandemic, lab access hours are currently tied to the KPU Richmond campus hours, and support for the WSD labs and learning spaces are tied to WSD budget. The request and need for additional lab hours, and further support was highlighted in the previous Fashion and Technology program review process and is beyond the scope of this Quality Assurance Plan.
Create a really successful online presence across platforms - revisioning where to place onus of keeping these accounts current might help with promotion	External Review p. 6	Design program promotion within the WSD is currently managed through the WSD Deans office and with the faculty's communication coordinator. The development of this presence would need to be done in conjunction with the WSD Deans Office, and the KPU marketing team, and be dependent on available budget.
Continue with the WSD Career Expo in either an in-person or virtual format to provide graduating students and alumni further career support	Self-Study p. 63	With the first WSD Career Expo taking place in Fall 2019, we had good momentum that was challenged with the onset of the global pandemic. To continue with this event, it would

Recommendations	Report (page number)	Rationale
		ideally be managed within the WSD Deans Office with support from KPU Career Services. Fashion and Technology faculty, while able to support the event, won't be able to plan and implement the event in its entirety.
<p>More support in career services (an employee with currency in Fashion, or annual career info sessions carefully prepared by a career services employee) or bare minimum, an online career services-driven digital resource (including current postings) attached to the department's webpage</p> <p>Address gap in students' awareness of career opportunities and what sort of employment might be available to them after graduation. KPU Career services full time FASN resource person or guide - there are many FASN employment opportunities in BC, "seems a disservice to students and puts an unfair onus on faculty to act as career advisors"</p>	<p>External Review p. 9</p> <p>External Review p. 7</p>	<p>These recommendations touch on KPU Career Services and having WSD and program specific student and alumni support. This recommendation and <i>the</i> budget required to implement is beyond the scope of what the program will be able to provide.</p>
<p>Student counselling in need of more support with students saying counselling is overbooked, inaccessible when needed</p> <p>Enhance student accessibility to counseling both in-person (when possible) and virtually. Request that counseling develop and share additional resources to support and manage student anxiety</p>	<p>External Review p. 10</p> <p>Self-Study p. 63</p>	<p>With the KPU Counselling focus of this recommendation, the Fashion and Technology program <i>can't</i> address the additional student support called for. <i>Supports to provide added infrastructure will need to come from KPU.</i></p>



Fashion & Technology Program Review Quality Assurance Plan

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

Describe the Quality Assurance Strategies (specific plans of action) the program must achieve to attain its Goal over the next five year. Detail the **steps** the program will take to achieve each Strategy. Add or remove Strategies and tables as necessary.

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: June 2022

STRATEGY 1: Assess and revise the program curriculum and structure

- Evaluation and evolution of the current curriculum: review/refine/revise and update program content to ensure learners develop robust core competencies and that the program is responsive to the fashion industry.
- Embed a foundation of holistic awareness in program curriculum touching on ethics, moral dilemmas, and allowing for reaction to society and industry.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 1: Address currency and instructional design of curriculum relevancy.

GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Assess current program curriculum with teaching/learning resources for relevancy. Identify areas for updates and changes. <ul style="list-style-type: none"> • Request a conversation with KPU Teaching and Learning Team members to discuss curriculum mapping and learning outcomes, and program structure • Consult with other WSD programs (DEPD and FIND may be best aligned) to identify potential areas for curriculum overlap 	Chair & Faculty	06/22	06/22	While initial consultations and conversations are planned for June 2022, it is planned that these conversations will be on going throughout process to ensure continuity and flow of program from all perspectives.
Schedule ongoing faculty meetings and work collaboratively, utilizing reflective practice techniques and strategic ways to review/refine/revise program content (existing curriculum, structure, and outcomes) based on the recommendations throughout the self-study review report and external review report.	Chair & Faculty	06/22	11/22	Conversations will be on going throughout process to ensure continuity and flow of program from all perspectives.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<ul style="list-style-type: none"> • Revise curriculum content to ensure professional readiness, and to address future trends and drivers for change such as sustainability, advancement in technology, and globalization • Explore and investigate ways to integrate UN Goals for Sustainable Development <ul style="list-style-type: none"> ○ Reflect on how the goals might be integrated into the program curriculum updates ○ Consider how these goals might be used to support the implementation of program content focusing on designing and creating for plus size and gender fluid styles, include (environmental) sustainability initiatives, and Indigenous ways of learning ○ Plan to include these concepts, theory, and practical application through program curriculum, aims, and initiatives • Review curriculum, with a focus on scaffolding, to support learners in gaining knowledge and meeting skill development aims • Strive to increase connections between projects across courses, and to identify and reduce learning/content redundancies. • Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension • Respond to the British Columbia K-12 curriculum transformation 				<p>For reference the 17 UN Goals may be found here: https://sdgs.un.org/goals</p>
<p>Assess viability of program streams and learning avenues, and potentially seek collaboration with other WSD and KPU programs and faculties.</p> <ul style="list-style-type: none"> • Consult with appropriate key partners, including industry members • Engage in conversation with other WSD and KPU programs where there may be curriculum overlap 	<p align="center">Chair & Faculty</p>	<p align="center">06/22</p>	<p align="center">11/22</p>	<p>Conversations will be on going throughout process to ensure continuity and flow of program from all perspectives.</p> <p>Consultation with the Provost/VPA Office, Senate Office, KPU Teaching and Learning and other KPU individuals will be done at this time to ensure all is aligned with policies and has full approval.</p>
<p>Revise curriculum based on assessment and findings.</p>	<p align="center">Chair & Faculty</p>	<p align="center">09/22</p>	<p align="center">01/23</p>	<p>When planning for curriculum shifts and updates faculty will be mindful of KPU Policy AC14</p>

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Present revised course outlines and D7 Program Change form, for discussion and approval at WSD Curriculum Committee	Chair & Committee	01/23	02/23	Work with WSD curriculum committee to ensure the full program review package is ready for SSCC WSD Curriculum to meet approx. February 15 th , 2022 for final WSD approval. Have FASN course outlines & D7 Program Change form brought to Jan/Feb WSD curriculum meetings for feedback and approval.
Present course outlines for approval at SSCC	Chair & SSCC	02/23	03/23	Plan to work ahead of schedule should a section /document need revision to ensure all is in place for a Fall 2023 roll out. Aim for the Mach 2023 SSCC meeting (approx. Wednesday March 8 th , 2023, with submission deadline approx. Wed. Feb 22 nd 2023)
Present for courses for approval at KPU Senate	SSCC Chair	03/23	04/23	Plan to work ahead of schedule should a section /document need revision to ensure all is in place for a Fall 2023 roll out.
Communicate changes to key partners/audiences <ul style="list-style-type: none"> • Update KPU program website and marketing materials to reflect curriculum and any program changes for Fall 2023 • Communicate changes with current and continuing students so they know their way forward • Share updates with program advisor committee and industry partners to ensure they are informed of updates 	Chair, WSD Deans Office, & Program Assistant	04/23	06/23	The FASN team will make sure the all-marketing material reflect updated information, and as the program changes roll out all departments from FSO to International is informed and updated as necessary along the process
Implement revised program curriculum	Chair & Faculty	09/23	09/26	Depending on the planned changes, the rollout of revised curriculum and program

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
				updates may be all at once, or year by year to best support continued learner success.
Monitor course and program revisions to assess for effectiveness. Update and amend as needed.	Chair & Faculty	09/23	04/27	Should updates all be rolled out at once, this assessment will be completed 04/24 with any updates taking effect 09/24. Should the updates be rolled out gradually this will be an ongoing process.

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none"> • Faculty and staff time required for all initiatives • WSD Deans’ office and administrative assistants as well as Educational Advisor • Time for faculty to lead and coordinate curriculum and course outline revisions including Course Leaf training • Consultation with KPU library WSD liaison • Budget will be needed for offering learning streams within the program which will include offering additional courses and sections so that we might increase our student intake and meet industry demands
<p>When are these resources required?</p> <ul style="list-style-type: none"> • 06/22 to 06/23 as there will be key consulting needed to align both learning outcomes and assessments when planning for program updates
<p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"> • Close collaboration with the WSD Dean’s office and administrative support for program and course outline revisions through the Curriculum Committee process; this will include both the Faculty and Senate level committees • Senate Office and Provost/VPA Office for Ministry related approvals if required • On-going engagement from the Advisory Committee will be critical to maintain currency, relevancy and experiential learning opportunities



Fashion & Technology Program Review Quality Assurance Plan

STRATEGY 2: Build on current opportunities for experiential practice in the program.

- Hands-on and real-life experiences may include guest speakers, field trip hosting, project partnerships, materials, and space.
- Plan for flexibility to adapt to industry changes as needed within the FASN program with support from KPU and WSD through nimble, minimal processes.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 1: Address currency and instructional design of curriculum relevancy.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Explore sourcing options to create a position for “External Liaison” <ul style="list-style-type: none"> • Some strong themes and specific ideas emerged in recommendations that support the need to enhance experiential learning. The program, and its students would greatly benefit from the development of an Industry Liaison position that would facilitate a strategic and targeted approach to connections as a way to further facilitate key industry projects and connections. 	WSD Faculty Council	09/22	12/22	The development and resourcing of an Industry Liaison would facilitate a strategic and targeted approach to connections, partnerships, practicum, curriculum industry projects, and Co-op. With an external liaison in place, this will further support continued quality assurance plan implementation.
Identify and establish a complement of new industry experiences, and connections including but not limited to field schools, and industry linked projects. <ul style="list-style-type: none"> • Given that opportunity for employment and collaboration are global, our program needs to be comparable to relevant and recognized design institutions on the international scale. 	Chair, Faculty & External Liaison	09/22	01/27	
Explore and potentially implement a Co-op program or enhanced work experience option for Fashion and Technology. <ul style="list-style-type: none"> • Industry and the advisory committee propose to build on the current 120-hour unpaid practicum format with a co-op opportunity or enhanced work experience option that include funding opportunities so that students might be paid for their time and work. 	Chair & Faculty	09/22	09/23	This piece may also support the work being done on program curriculum and re-examining program structure. Spring 2022 - Investigation is currently being done in the WSD on what implementing a co-op might look like for our cohort-based programs with final recommendations planned to be shared in May 2022.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<p>Establish a program/WSD department/faculty committee that will work to:</p> <ul style="list-style-type: none"> ○ Explore ways of working with other academic units (in a variety of capacities) to expand on cross-discipline opportunities ○ Further evaluate opportunities for community service/learning and work with our program advisory committee to define how community service/learning opportunities can be best structured to maximize both service learning and leadership skills development for our students ○ Look for meaningful ways to build collaborative partnership with Indigenous communities and to expand Indigenous participation in the program ○ Work with research centers and community organizations to link student projects and research projects with various community needs ○ Seek opportunities for financial support for research and teaching activities conducted in the faculty 	Chair & Faculty	09/22	04/27	With the evolving nature of the fashion industry, we see the work of this committee as continuing and on-going over an extended period.
<p>Collaborate with industry partners for gaining enhanced technology skills and knowledge.</p> <ul style="list-style-type: none"> ● Establish partnerships for students to work with industry partners to learn and build on their skill development regarding technology and tools ● Offer opportunities for industry partners to build and develop their skills, knowledge, and ability through the WSD potentially through CPS, micro credential options, workshops, etc. ● Foster further faculty learning and PD opportunities 	Chair & Faculty	09/22	04/27	<p>Our industry partners have very specialized expertise. Innovative tools, equipment, processes, and expertise could be aligned using industry mentors to support students in new methods and techniques. This can make us nimbler and avoid the lead time to adjust curriculum or approval processes. Gerber, Clo3D, other company specific technologies might be available during non-work hours and faculty/ students could engage, tour, learn in industry settings.</p> <p>With the evolving nature of the fashion industry, we see the work of this committee as continuing and on-going over an extended period of time.</p>

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none"> • Faculty and staff time required for all initiatives • WSD Deans’ office and administrative assistants. • Budget must be available for conferences, industry events and local exhibitions and all students should be encouraged to attend, entrance fees be covered, subsidized or volunteer positions facilitated for equitable access. • Funding will also be needed to support the industry liaison role
<p>When are these resources required?</p> <ul style="list-style-type: none"> • Fall 2022
<p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"> • Faculty accountable and/or professional development time • Time releases for faculty and industry liaison to support ongoing work • Continued collaboration and coordination with WSD committees, the KPU community, and industry partners

STRATEGY 3: Enhance student learning supports.

- Student learning supports may be course, program, or Wilson School of Design specific

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Investigate program model for greater flexibility to support students <ul style="list-style-type: none"> • Reassessing all co-requisites and pre-requisites • Considering the timetabling of courses each semester • Identifying routes through the program for those seeking to take a reduced course load for a semester or more 	Chair & Faculty	09/22	06/23	These conversations will also take place in conjunction with conversations regarding program curriculum.
Develop and offer an enhanced orientation to the FASN program for advanced entry students <ul style="list-style-type: none"> • Orientation to focus on supporting skill development in design thinking and critical thinking/analysis • Address learning gaps for advanced entry students to help with the transition to the WSD • Investigate the format for this orientation. This might be formatted as a micro credential, workshop, or training to earn a badge for successful completion. 	Chair & Faculty	05/22	09/27	This enhanced orientation may initially be planned for and take place to support incoming advanced entry students for the Fall 2022 semester, however it is anticipated that this orientation support piece will be continually built on over the coming years.
Create and implement a post-secondary design education transition course for incoming first year students <ul style="list-style-type: none"> • This intro to university course may be required for students to complete before the start of their program • Collaborate with the KPU Learning Centre to examine existing offerings to determine what may need to be added to support WSD design students 	Faculty, WSD, KPU Learning Centre	01/23	09/27	It is hoped that this course might be piloted for our Fall 2023 intake, and continually evolve as feedback is gained.
Formalize an alumni mentorship program for students <ul style="list-style-type: none"> • Identify a structure and areas for formalize alumni connections • Connect and collaborate with the WSD Alumni Chapter 	Chair, Faculty & WSD	09/22	05/23	Depending on the structure identified for this mentorship program there may be opportunities to collaborate or implement a

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<ul style="list-style-type: none"> Implement a mentorship program for FASN students 				similar structure to support other WSD programs as well.
Increase access to labs, and lab technician and training support <ul style="list-style-type: none"> Investigate what is needed to offer additional lab access, and determine how additional access may be offered Collaborate with the WSD lab coordinator to identify lab training needs not yet met and determine a plan to create and implement training 	WSD Lab Coordinator, WSD Deans Office, KPU	09/22	08/27	As there are other programs in the WSD also seeking increased access to labs, and additional lab technician and training supports we plan to collaborate and coordinate with these other programs.
Build upon KPU institutional support in collaboration with the Learning Centre and Teaching and Learning Commons to create and develop additional learning resources <ul style="list-style-type: none"> Prioritize offering masterclasses (taught by industry members) to enhance learning opportunities, and as a revenue stream connection Development OER Resources including but not limited to pattern drafting and careers in the fashion industry Build upon CPS design offerings and develop a 12-month calendar of course offerings Identify areas, skills and concepts which might be developed into micro-credentials 	Chair, Faculty, WSD & KPU Learning Centre	09/22	08/27	With the nature of this step, work will be ongoing over a period of time.
Formalize the implementation of learning supports for design studies (digital skills, production skills etc.) <ul style="list-style-type: none"> Promote KPU learning centre peer tutor positions to WSD and FASN students Continue to encourage FASN students to apply to be a WSD peer mentor 	Faculty, WSD & KPU Learning Centre	09/22	04/23	The WSD Peer Mentorship program will require ongoing institutional funding and will ideally build on the success of this program being implemented in Spring 2022.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? <ul style="list-style-type: none"> Time and budget will be needed for planning, development, implementation, and teaching <ul style="list-style-type: none"> Budget needed for: <ul style="list-style-type: none"> Increasing lab technician support Developing and implementing machinery and lab training Supporting the development, planning, implementation, and promotion of a 12-month CPS calendar of course and masterclasses



Fashion & Technology Program Review Quality Assurance Plan

Resource Implications (if applicable)
<ul style="list-style-type: none">▪ Development of OER resources▪ Continuation of current WSD Peer Mentor program
When are these resources required? <ul style="list-style-type: none">• Fall 2022
What Faculty and/or Institutional support is required? <ul style="list-style-type: none">• Faculty accountable/professional development time• Time releases for faculty and industry liaison to support ongoing work• Continued collaboration and coordination with WSD dean's office, the KPU learning centre and KPU Learning Commons



Fashion & Technology Program Review Quality Assurance Plan

STRATEGY 4: Build upon student recruitment and program recognition and awareness efforts

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Plan for on-going events and opportunities to network with other alumni, industry, and current students <ul style="list-style-type: none"> • Investigate and identify key program events for possible implementation <ul style="list-style-type: none"> ○ Consider how the fashion show, an event we are known for, might transform post-pandemic; consider other sources of funding to support this event • Plan and implement these events to include program key partners • Collaborate with FASN alumni for participation in an event 	Chair & Faculty	10/22	12/23	<p>With the onset of the global pandemic the way that we engaged with key partners and celebrated graduating students has shifted. Now that pandemic restrictions are being reduced/removed, we feel that we are in a better place to plan for program events moving forward.</p> <p>Previous to the onset of the global pandemic in March 2020, we offered an annual fashion show event which was very well attended by industry, secondary school students and teachers, and other community members. This fashion show was a celebration of our graduating students, and an ideal marketing opportunity. Despite not being able to hold this event for the past two years we continue to hear from applicants that attending this event inspired them to apply to the program.</p> <p>Prior to the pandemic the faculty team engaged in surface level conversations about</p>

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
				how this event might shift into the future due to resourcing and budgetary constraints.
Build on community and recruitment links/initiatives - community outreach <ul style="list-style-type: none"> • Develop and plan for CPS and micro credential offerings • Explore opportunities for offering high school workshops, and guest speaking sessions with FASN students and faculty • Continue to support WSD students in the creation of the WSD Colouring Book (Fall 2022 will see edition 3 of this book) 	Chair, Faculty & WSD	05/22	On-going	Many of the pieces of these steps we are already working on, however we see great opportunity in increasing our efforts. We envision this step as something that will continue to be built on over the coming years.
Develop a Fashion (and Design) Careers OER touching on job titles, tasks/duties, skills and knowledge and salary ranges <ul style="list-style-type: none"> • This OER could be used by our current WSD and FASN students to gain a better understanding of the industry and to be used as a starting point for researching perspective careers • OER may also be used by secondary school partners to aid in meeting learning outcomes for Applied Design Skills and Technology courses, and guidance counsellors for their personal knowledge and to share with students to add to their understanding • Resource may be used to address questions and misunderstandings about the potential for careers in the (fashion) design industry 	Chair & Faculty	01/23	08/24	KPU Teaching and Learning commons funding may be applied through a grant application submission.
Investigate additional pathways into the programs for secondary school students <ul style="list-style-type: none"> • Determine and implement a dual credit path through the FASN program • Promote the pathway to secondary school partners 	Chair, Faculty, WSD & KPU	01/23	04/24	The aim is that the implementation of this dual credit option will coincide with the implementation of updated program curriculum in Fall 2023. Becoming part of the Youth Training in Trades program is continuing to be investigated. We currently need industry partners to support this initiative by sharing data and information with the organization.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Develop teaching/learning activity package(s) that might be implemented into secondary school textile/clothing/fashion classrooms <ul style="list-style-type: none"> • Work with secondary school instructors to identify areas of learning to focus on • Packages may include teaching tools and supports for implementation, and student learning resources 	Faculty	01/23	04/24	Secondary School teachers are some of our biggest supporters and promoters. If we were to have teaching/learning activity packages to easily distribute to teachers in BC and other provinces this will also help enhance program and WSD promotional activities.
Continue to attend and present at the annual THESA (Teachers of Home Economics Specialty Association) Conference to support and connect with home economics teachers <ul style="list-style-type: none"> • Inquire to set up a WSD table at the event to promote programs and have FASN faculty connect with attendees • Plan and lead a workshop at this annual event 	Faculty	10/22	10/23	Looking to the future we may investigate the potential of the WSD hosting this event onsite one year.
Increase cross Canada and international program and Wilson School of Design promotion in collaboration with FSO and KPU marketing <ul style="list-style-type: none"> • Explore ways to connect with FASN/WSD alumni to promote program 	FSO, KPU Marketing	09/22	12/23	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? <ul style="list-style-type: none"> • Time and budget will be needed for planning, development, and implementation <ul style="list-style-type: none"> ○ Budget needed for: <ul style="list-style-type: none"> ▪ Program year end event that is used as a marketing opportunity for KPU, WSD, and the FASN program, a way to connect with industry partners, and celebrate graduating students ▪ Supporting the development, planning, implementation, and promotion of a 12-month CPS calendar of course and masterclasses ▪ Development and offering of high school workshops to support recruitment efforts ▪ WSD student efforts in developing the WSD colouring book, the resulting project is shared with incoming and continuing WSD students, and 1000+ copies are shared with high school classrooms to promote WSD programs ▪ Development of Fashion (and Design) Careers OER ▪ Creation of teaching and learning packages shared with high schools for WSD promotion



Fashion & Technology Program Review Quality Assurance Plan

Resource Implications (if applicable)
<ul style="list-style-type: none"> ▪ Continued attendance and representation at annual THESA conference ▪ Cross Canada and international WSD and FASN program marketing through social media, participation and sponsorship of events and conferences, faculty attendance at national and international conferences and fashion education focused events, and utilization of WSD alumni for program promotion. ▪ Continuation of the WSD Peer Mentor program
<p>When are these resources required?</p> <ul style="list-style-type: none"> • Fall 2022
<p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"> • FSO and KPU Marketing supports, collaboration, and consultation

PLAN SUPPORTED BY:

Diane Purvey

Provost's Name

Provost's Signature

Date

Andhra Goundrey

Dean's Name

Dean's Signature

Date

June 20, 2022