UWE
University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Developing Practice in Fashion Communication 2						
Module Code	UADAJS-45-2		Level	2	Version		1
UWE Credit Rating	45	ECTS Credit Rating	22.5	WBL module?	No		
Owning Faculty	Arts, Creative Industries and Education		Field	Visual Culture			
Department	Art and Design		Module Type	Project			
Contributes towards	B.A. (Hons) Fashion Communication						
Pre-requisites			Co- requisites				
Excluded Combinations			Module Entry requirements				
Valid From	Sept 2015		Valid to	Sept 2021			

CAP Approval Date	March 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Develop and demonstrate knowledge of a range of historical and contemporary Fashion practitioners who relate to an integral part of their practice; 2. Develop and demonstrate the ability to collate and analyse critical and contextual research from a range of sources appropriate to individual research interests. 3. Integrate the critical evaluation of Fashion practices into personally generated studio practice; 4. Identify and manage the development of strategies for self-directed study; 5. Demonstrate the development and implementation of conceptual, critical and production processes; 6. Develop an understanding of Fashion practices in relation to personal studio practice; 7. Demonstrate the implementation of a methodology in the development of a negotiated body of work; 8. Develop the ability to identify key elements of a problem and identify methods/techniques, concepts and process appropriate to the task 9. Develop the ability to communicate their ideas clearly. **All assessed through Component A.**

Syllabus Outline	The developing practice in Fashion Communication 2 module enables students to build on their strengths and to develop their individual creative voice through both set and industry projects, as well as the development of a self-initiated brief. Students will be required to generate ideas and concepts, and to test and develop these through to outcomes appropriate to their chosen market and context. The self-initiated brief will require students to be inventive, experimental and to take risks with their thinking and making. This will be supported through ongoing drawing workshops, ideation seminars, studio work and the development of their practice in the Faculty's technical workshops. This will be supported through ongoing studio work and the development of their practice in the Faculty's technical workshops. The development of increased critical, contextual and market awareness is supported through lectures, guest speakers from industry, seminars and teaching sessions.
Contact Hours	Students can expect a total of 108 hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, group crits, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision. Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.
Teaching and Learning Methods	Staff initiated activities and projects early in the module will enable students to further identify their strengths and interests within range of issues, debates, skills, processes, contexts and markets relevant to fashion communication. The findings of these will form the basis for further exploration, and subsequent development into individually negotiated work, appropriate to their individual strengths and professional ambition. Students will be expected to explore and critically analyse the relationship between initial concept, process, media, outcome and context, and they will be required to evidence a robust working methodology through the development of a body of work. Opportunities for collaborative work, where appropriate, are encouraged, and enable students to interact with students and industry experts from within their own subject and beyond. All students are required to develop critically rigorous contextual research in relation to the intention and contextual application of their work, and their understanding of their role as creative practitioner. This module is delivered through: **Scheduled learning** includes lectures, seminars, tutorials, project supervision, workshops; external visits; supervised time in studio/workshop. **Independent learning** includes hours engaged with creative, academic and technical development, visual and textual research, workshop activity and learning via the VLE. These activities constitute an average time per level as indicated in the contact hours table below.

Key Information Sets Information	**Key Information Set - Module data**					

Number of credits for this module				45	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
450	108	342		450	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		
Coursework assessment percentage	100%	
Practical exam assessment percentage		
		100%

Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online.

Any essential reading is available in the Bower Ashton Library and will be indicated clearly in the module brief. The currency of information may wane during the life span of the specification, consequently current advice on readings will be available through more frequently updated mechanisms such as the handbook and intranet, these will be revised annually.

Under the university's Copyright Licensing Agency(CLA) permit, reading packs with relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module.

Indicative Reading List	**Developing Practice in Fashion Communication 2**

Core Reading:

Patel, Raj.	*(2009)*	*The value of nothing : how to reshape market society and redefine democracy*	*New York : Picador*
Lucas, G	*(2006)*	*Guerrilla advertising : unconventional brand communication*	*London : Laurence King*
Watt, J	*(2000)*	*The Penguin book of twentieth-century fashion writing*	*London : Penguin*

	Further Reading:			
	Irvin, K	*(2013)*	*Artist, Dandy, Rebel*	*Yale University Press: New Haven, Connecticut*
	Kolster, T	*(2012)*	*Goodvertising : creative advertising that cares*	*London : Thames & Hudson*
	Scully, K.	*(2012)*	*Colour forecasting for fashion*	*London : Laurence King*
	Simons, R	*(2005)*	*Raf Simons redux*	*Milan : Charta,*
	Swanson, K K.	*(2008)*	*Writing for the fashion business*	*New York : Fairchild Books,*

Part 3: Assessment

Assessment Strategy	This module is assessed 100% via component A: A body of work which should include evidence of studio project work and the development and delivery of a self-initiated brief, which should include research, critical analysis, idea development, creative experimentation, studio project outcomes, live and/or collaborative work and participation in formative critiques. A more detailed breakdown of the content of the body of work required will be outlined in the module handbook.
	Within the Body of work students are expected to present evidence of work which demonstrates engagement with the minimum number of contact hours for the module, as well as the minimum number of independent study hours.
	Individual responses to project briefs and evidence of independent study time will form part of the formative and summative assessment processes. Here it will be possible to weigh the individual student's effort and contribution to group work via the quality and quantity of research, experimentation and development evident.
	Feedback at formative and summative assessment points (verbal and/or in writing) provides students with a clear understanding of the level of their achievement, their progress and advice about how this can be improved.
	Assessment strategies within the programme that this module contributes to reflect the Faculty of Art, Creative Industries and Education's philosophy which considers assessment to be part of the learning process.
	Formative and summative assessments are regarded as positive learning tools and feedback from assessment offers students clear guidance with regard to future development. Assessment strategies support students understanding of their learning process and are designed to build on a pro-active approach to learning. Self and peer evaluation constitute an important part of formative assessment.
	Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements and to support the monitoring of progress by tutors and students. Assessment methods used are varied in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to

	demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioners.
	Forms of assessment used as part of this module include:
	• Presentation and participation in studio-critique (formative) • Portfolio review and assessment (formative/summative) • Group and individual visual/verbal presentations (formative) • Peer and self-assessment (formative and summative) • Evaluative and reflective outcomes, including visual, verbal and written (formative and summative)

Identify final assessment component and element	**Final Body of Work**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Final body of work, research, supporting materials	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Final body of work, research, supporting materials	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	