University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to Fashion Communication				
Module Code	UA1AJW-45-1		Level	1	Version
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 15		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. understand a range of processes/approaches as a means of developing content in fashion practices 2. use a range of methods for identifying and recording source material and visualizing/communicating ideas 3. develop analytical skills and contextual knowledge through research and evaluation of their own work and that of historical and contemporary practitioners 4. actively engage in critical debate with their peer group 5. engage with their selected programme of study through practical and theoretical work. 6. select appropriate materials and equipment to realize a concept 7. acquire and demonstrate basic skills appropriate to practices in fashion 8. manage their time and work independently 9. gain the necessary health and safety certification required to access and safely use a range of technical resources. **All assessed through component B**
Syllabus Outline	This module aims to introduce and establish knowledge and understanding of

Fashion Communication through practical and contextual research and development.

Emphasis in the module is placed on activities that are intended to introduce new creative, research and technical skills, as well as to facilitate a practical understanding of the different ways ideas can be generated, tested and developed. Drawing tasks enable students to develop skills and approaches to drawing as both a creative process and tool for idea development. Students will be encouraged to really experiment with and to test their ideas through the manipulation of media and application of technical skills. The idea of creative play will be introduced as a methodology for the generation and exploration of ideas.

Students will work independently and in small groups, and projects will be short and fast paced to ensure students are actively engaged in the studio culture and development of a cohort identity.

The development of visual and verbal communication skills underpin the content of this module, and students will be required to present their work via project development, group critiques and presentations.

Students will be also required to engage in critical self and peer-evaluation as part of the formative assessment process.

Technical workshops may include for instance; Drawing, Adobe, in-Design and illustrator, Photography, book-binding and report writing, and the following key methodologies and skills are introduced:

• research methods and study skills
• generating, developing, and experimenting with creative ideas
• experimenting and testing materials, techniques and media
• problem solving, information gathering and documentation
• awareness of potential of tools/equipment within the Department, including appropriate health and safety certification, relevant to practice in fashion in its broadest sense
• Understanding the importance of synthesis between ideas, materials and forms

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	The principle of 'learning through making' is approached through studio and workshop based activities, which are then expanded through contextual research, critique and understanding. The module is typically delivered via fast paced, short projects, seminars, group critiques, workshops, individual tutorials and independent study. Teaching sessions early in the module are aimed at developing drawing as a creative and thinking process, encouraging experimentation with materials and media, and at introducing different approaches to design and idea development. Taught sessions will support students in unpicking and challenging their pre-conceptions about what Fashion and Fashion Communication is / can be whilst also introducing them to the relevant technical skills, contextual ideas and critical methodologies that will support their creative and academic development. Typically teaching sessions encourage students to take a hands-on and pro-active approach to their learning through set tasks, workshops and lively project briefs. The introduction and development of critical, analytical and evaluative skills is

| | supported and encouraged through group discussion in group critiques and activities and through individual tutorials. Students are encouraged to develop their communication skills through all aspects of the Teaching and Learning process.

Students will be introduced to the library and its physical and online resources, and will be supported in developing information retrieval and evaluation skills in order to identify appropriate resources effectively .Such support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; 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 table below. Scheduled sessions may vary slightly depending on the module choices you make. |
|---|---|
| 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 -

Coursework: Written assignment or essay, report, dissertation, portfolio, project

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. Text excerpts from books published in the UK

	may also be available via UWE Online Digital Collections, where permissible, during the module period.				
Indicative Reading List	***Core Reading:***				
	Gelder, K	*(2005)*	*The subcultures reader*	*London : Routledge*	
	Klein, N	*(2001)*	*No logo*	*London : Flamingo*	
	Svendsen, L.	*(2006)*	*Fashion: a philosophy.*	*London: Reaktion*	
	Further Reading:				
	Blackman, C	*(2012)*	*100 years of fashion*	*London : Laurence King*	
	Francis, M and Koepplin, D	*(1998)*	*Andy Warhol drawings 1942-1987*	*Pittsburgh : Andy Warhol Museum*	
	M, Oakley Smith Kubler, A	*(2013)*	*Art and Fashion in the 20th Century*	*Thames & Hudson: London*	
	Roitfeld, C	*(2011)*	*Carine Roitfeld : irreverent*	*New York : Rizzoli ; Enfield : Publishers Group UK (distributor)*	
	Wells, L	*(2004)*	*Photography: A critical Introduction*	*Routledge: Oxford*	

Part 3: Assessment

Assessment Strategy	
	This module is assessed 100% via component B: A body of work which should include evidence of research, idea development, creative experimentation, project outcomes and participation in summative critique. 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		
	A:	**B**:
% weighting between components A and B (Standard modules only)		**100%**

First Sit

Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Body of work to include research, idea development, creative experimentation project outcomes and participation in summative critique.	100%

Resit (further attendance at taught classes is not required)

Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Body of work to include research, idea development, creative experimentation project outcomes and evaluative statement.	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.