**ACADEMIC SERVICES**

## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
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| Module Title | Introduction to Fashion Textiles | | | | | |
| Module Code | UADARW-45-1 | | Level | 1 | Version | 1 |
| UWE Credit Rating | 45 | ECTS Credit Rating | 22.5 | WBL module? | No | |
| Owning Faculty | Arts, Creative Industries and Education | | Field | Design | | |
| Department | Bristol School of Art and Design | | Module Type | Project | | |
| Contributes towards | BA (Hons) Fashion Textiles | | | | | |
| Pre-requisites | None | | Co- requisites | None | | |
| Excluded Combinations | None | | Module Entry requirements | None | | |
| First CAP Approval Date | 1 February 2017 | | Valid from | September 2017 | | |
| Revision CAP Approval Date | | | Revised with effect from | | | |

| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>1. utilise and understand a range of creative processes to help them generate and ⌐ fashion textiles<br>2. develop and apply research methods to identify, collate and analyse source mate<br>3. apply critical thinking and analysis to their research, design work and the work of practitioners<br>4. follow a set brief and understand a design methodology<br>5. select appropriate materials and processes to develop ideas<br>6. demonstrate basic 2D – 3D skills<br>7. manage their time and work independently<br>8. access appropriate technical resources and workshops<br><br>**All learning outcomes will are targeted by assessment outcome :**<br>**Component A,  Element 1.** |
| Syllabus Outline | This practice based module aims to provide a foundation of approaches to thinking and making, including key  processes, skills and methodologies fundamental to developing design work in Fashion textiles and its related areas. |

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| | Emphasis in the module is placed on developing students understanding of the subject and cultivating individual creative responses to set briefs and tasks. Students are encouraged to generate, test, and develop their ideas through a range of creative processes, outcomes and materials appropriate to fashion textiles. Project outcomes may include for instance : garments, accessories, fashion product and speculative design |
| Contact Hours | Students can expect a total of 108 hours scheduled contact time for this practice based module. This includes tutorials, group critiques, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision.<br><br>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 technical workshop based activities, which are then expanded through contextual research, critique and understanding.<br><br>The module is typically delivered via fast paced, short projects, seminars, group critiques, technical workshops, individual tutorials and independent study.<br>Teaching sessions in the module are aimed at developing drawing as a creative and thinking process, encouraging experimentation with materials and form, and at introducing different approaches to design and idea development. Students are also introduced to the processes of translating ideas from 2D – 3D for a range of fashion related outcomes.<br><br>Taught sessions will support students in exploring and developing ideas in response to set briefs, whilst also introducing them to the relevant technical skills, contextual ideas and critical methodologies that will support their creative and academic development.<br>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.<br><br>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 visual, verbal and written communication skills through all aspects of the Teaching and Learning process.<br><br>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.<br><br>**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.<br><br>**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 Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing |

prospective students to compare and contrast between programmes they are interested in applying for.

| Key Information Set - Module data | | | | | |
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| Number of credits for this module | | | | 45 | |
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| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | |
| 450 | 108 | 342 | | 450 | ✅ |
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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: | | | |
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| Written exam assessment percentage | | | |
| Coursework assessment percentage | | 100% | |
| Practical exam assessment percentage | | | |
| | | | 100% |

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| 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.<br>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.<br>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<br>may also be available via UWE Online Digital Collections, where permissible, during the module period. |
| Indicative Reading List | **Link to online Reading list**<br>**https://uwe.rl.talis.com/lists/59A2F2FE-012B-A982-42FA-63E59DA8C1F6.html?draft** |

**Essential Reading**
Gaimster, J 2011 *Visual Research Methods in Fashion* Bloomsbury, London
Hormung, D *Colour:a workshop for artists and designers* Laurence King Publishing 2005
Dawber, M *The complete Fashion Sketchbook,* Batsford 2013
Seivewright, S    *Basics Fashion Design: Research and Design*    AVA    2007

**Further Reading:**
Armanet, F and Quin, É  *The Killer Detail*  Flammarion 2013
Baugh, G *The Fashion Designer's Textile Directory: A Guide to Fabrics' Properties, Characteristics, and garment design potential*   Barrons 2011
Frances Corner *Why Fashion Matters* Thames and Hudson 2014
Hopkins, J *Basics Fashion Design: Fashion Drawing* AVA 2009
Jackson, P. (2017) *Cut and fold paper textures: Techniques for surface design*. Laurence King Publishing.
Jackson, P. (2011) *Folding techniques for designers from sheet to form*. London: Laurence King Pub
Jenkyn Jones, s   *Fashion Design*        Laurence King 2005
Seivewright, S 2007 *Basics Fashion Design: Research and Design* AVA, London
Steed, J + Stevenson, F        Basics Textile Design 01:Sourcing Ideas: Researching Colour, Surface, Structure, Texture and Pattern  AVA  2012
Udale, J   *Basics Fashion Design: Textiles and Fashion*   AVA   2009
Quinn, B Textile Visionaries: Innovation and Sustainability in Textile Design Flexibound 2013
Violete, R  *Hussien Chalayan*  Rizzoli, 2011

**Websites and Blogspots**
http://www.style.com/
http://patternity.org/
http://ashadedviewonfashion.com/
http://www.nowness.com/
http://www.dezeen.com/
http://showstudio.com/
http://schonmagazine.com/
http://design-milk.com/
http://trendtablet.com/

Journal
*Next Look, Close up  Shirts  Mode Information 2016*
*Next Look, Close up  Accessories  Mode Information 2016*

**Databases**
WGSN trends http://www.wgsn.com/
WGSN Interiors https://www.wgsn.com/li/?lang=en
Berg Fashion Library https://www.bloomsburyfashioncentral.com/products/berg-fashion-library/whats-in-the-berg-fashion-library
Vogue Archive http://search.proquest.com/vogue/index?accountid=14785

| Part 3:  Assessment |
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| Assessment Strategy | This module is assessed 100% via component A: A body of work which should include evidence of research, idea development, creative experimentation, project outcomes and participation in summative critique. |
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| | Full assessment requirements and the criteria for assessment will be outlined in module handbooks. But as an indication of what will be assessed : Students will be assessed on the extent and depth of their experimentation |

| | with processes techniques and materials and their ability to generate and develop creative ideas in response to a set brief. The assessment process will look for an ability to work independently and to manage a guided workload. Students will need to evidence critical reflection and problem solving in the development of their ideas. An understanding of the use and application of colour and materials will need to be evidenced in student work. Students ability to communicate visually will be assessed, with particular reference to drawing and mark making. |
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| | 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) <br> • Portfolio review and assessment (formative/summative) <br> • Group and individual visual/verbal presentations (formative) <br> • Peer and self-assessment (formative and summative) <br> • Evaluative and reflective outcomes, including visual, verbal and written (formative and summative) |

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

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| **First Sit** | |
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| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
| 1. Body of work Including : All completed Project work, Research and supporting materials 100% | 100% |
| **Component B** <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
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| **Resit (further attendance at taught classes is not required)** | |
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| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
| 1. Body of work Including : All completed Project work, Research and supporting materials 100% | 100% |
| **Component B** <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
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| 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. | |