






**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Extended Study in Fashion Textiles (minor)				
Module Code	UADAVK- 30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	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	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify, source, critically analyse and apply research from a range of sources to inform a self-initiated brief</li> <li>2. Develop and deliver an effective Critical Path and Design methodology in response to a self-initiated brief</li> <li>3. Demonstrate a clear synthesis between their concepts, materials, processes, market/audience and forms.</li> <li>4. Evidence and apply an extensive process of technical testing and experimentation to explore, develop and resolve ideas</li> <li>5. Demonstrate initiative and professionalism in the development and delivery of an independent research project</li> <li>6. Evidence creative strategy and problem solving in the realisation of a resolved fashion textile collection / outcomes.</li> <li>7. Design, develop and deliver market ready outcomes for an identified market / audience</li> <li>8. Professionally communicate their ideas; visually, verbally and/or in writing using a range of appropriate media</li> </ol> <p><b>All learning outcomes will be targeted by assessment outcome :</b></p> <p><b>Component A, Element 1.</b></p>
Syllabus Outline	<p>With tutorial support, students devise and write their own programme of work for the module. Through this process students are expected to negotiate access to resources as demanded by their proposal. The consolidation, application and</p>

	<p>development of thinking and making skills and use of materials/processes/technologies is selected according to the intentions explicit in the work.</p> <p>Students work from one of 3 specialist fashion textile pathways which may include for instance: Fashion Design, Textile Design or Fashion Futures.</p> <p>An critical evaluation statement and market/audience relevance document is presented with the final body of work demonstrates an understanding of individual creative practice in relation to contemporary critical, cultural and professional contexts. This statement also requires students to critically reflect on research sources, application of methodology and the success of the outcome in relation to their original intentions.</p> <p>The module is realised through the presentation of a body of work. This work, including evidence of research, development and written self evaluation forms the basis for assessment.</p> <p>This 30c Extended study in fashion textile design is designed to accompany the 30c Visual Culture option module at level 3.</p>																														
Contact Hours	<ul style="list-style-type: none"> <li>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 critiques, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision.</li> </ul> <p>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.</p>																														
Teaching and Learning Methods	<p>This module focuses on a student's ability to direct and manage their own learning and project development through tutorial discussion and feedback. Students negotiate appropriate technical support both within and beyond the confines of the institution. The ability to evaluate their needs in relation to the proposal is seen as central to the demonstration of personal creative development and professional practice.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, workshops; external visits; supervised time in studio/workshop.</p> <p><b>Independent learning</b> includes hours includes hours engaged with creative, academic and technical development, visual and textual research, workshop activity and learning via the VLE.</p>																														
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="459 1644 1369 2033"> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">45</td> <td></td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> <td></td> </tr> <tr> <td>450</td> <td>108</td> <td>342</td> <td></td> <td>450</td> <td style="text-align: center;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<i>Number of credits for this module</i>				45		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:				
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

**Link to online reading list**

<https://uwe.rl.talis.com/lists/2456460B-D680-EFEF-5D3D-192A9610B8E7.html?draft>

**Essential Reading**

Renfrew, E *Developing a Collection* AVA, London, 2009

**Suggested Reading**

Akatine, 2012 *Zero to five –book of visual identities*, Gestalten,

Ambrose & Harries 2010 *Design Thinking* AVA, London

Ambrose & Harris 2005 *Layout* AVA, London

Baur, R 2008 *Area2,100 Graphic Designers, 10 Curators, 10 Design Classics*, Phaidon, London

Barvel, 2009 *Fashion Graphics* Pagel,

Bayley, S 2008 *Life's a pitch: how to sell yourself and your brilliant ideas* Corgie,

Dawber, M 2013 *The Complete Fashion Sketchbook* Batsford,

Eissenman, 2006 *Building Design Portfolios – Innovative Concepts for presenting your work* Rockport,

Hess, Jay & Pasztopek, *Graphic Design for Fashion* Laurence King, London 2010

Howkins, J 2007 *The Creative Economy: How People Make Money from Ideas*

Penguin,

Klanten & Hellege *Echoes of the Future – Rational Graphic Design & Illustration*

Gestalten, 2012

Moore, *Fashion Promotion- Building a brand through marketing and communication* AVA, London 2012  
 Tain, L 20 Portfolio presentation for Fashion Designers, Fairchild, 2003  
 Viction:workshop *Identity Suite: Visual Identity in Graphic Design* Viction:ary 2012  
 Webb, I 2014 *Invitation Strictly Personal, 40 years of fashion show invites* Goodman,

<http://issuu.com/anovabooks/docs/fashionportfolio>  
<http://thisispaper.com/>  
<http://www.mmparis.com/>  
<http://www.baron-baron.com/flash/2/flash.html>  
<http://www.grahamrounthwaite.com/>  
<http://www.dripbook.com/>  
<http://sarahschwarz.de/#ABOUT>  
<http://www.skillset.org/>  
<http://www.britishfashioncouncil.co.uk/>  
[www.designcouncil.org.uk](http://www.designcouncil.org.uk)  
[www.creativematch.co.uk](http://www.creativematch.co.uk)  
[www.skillsformedia.com](http://www.skillsformedia.com)  
[www.wedesignforum.co.uk](http://www.wedesignforum.co.uk)  
<http://www.yourcreativefuture.org/>

**Databases**

WGSN trends <http://www.wgsn.com/>  
 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>  
 Materia new materials <http://materia.nl/>  
 Material Connexion archive <http://library.materialconnexion.com/home.aspx>  
 BOB Box of Broadcasts  
<https://login.learningonscreen.ac.uk/wayfless.php?entityID=https://athensla.uwe.ac.uk/oala/metadata&target=https://learningonscreen.ac.uk/ondemand>  
 Arts on Film Archive  
<http://artsonfilm.wmin.ac.uk/filmsuk.php?sessid=5cn17ijk4qjdtlktvbm128t7nprhm8khh7h8grji72myl6if74682x5pdlwykgeu>  
 AN resources <https://www.a-n.co.uk/news>  
 Design and Applied Arts index  
<http://search.proquest.com/daai/index?accountid=14785>

**Part 3: Assessment**

<p>Assessment Strategy</p>	<p>This module is assessed 100% via component A: A body of work which should include evidence of the development and delivery of a self-initiated brief in line with student’s individual professional aspirations. The body of work should include extensive primary and secondary research, critical analysis, idea development, creative experimentation, testing and contextualisation, participation in formative critiques and summative presentations.</p> <p>Full assessment requirements and the criteria for assessment will be outlined in module handbooks. But as an indication of what will be assessed :</p> <p>Students will be assessed on their ability to write and follow an appropriate design methodology that supports the design, development and delivery of an independent design project. Students will be required to evidence an extensive body of research (market, concept and ideas) and will be marked on the efficacy of its application in their design projects. Students will need to evidence a synthesis between their concepts, materials, processes, selected</p>
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	<p>market and final forms. Students will be required to produce a capsule collection / series of appropriate outcomes. Students will need to evidence a rigorous process of testing, experimentation and creative problem solving in the realisation of their ideas and outcomes. Communication, visually, verbally and in writing will need to be of a professional level.</p> <p>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.</p> <p>Individual creative development and evidence of independent study time will form part of the formative and summative assessment processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Forms of assessment used as part of this module include:</p> <ul style="list-style-type: none"> <li>• Presentation and participation in studio-critique (formative)</li> <li>• Portfolio review and assessment (formative/summative)</li> <li>• Group and individual visual/verbal presentations (formative)</li> <li>• Peer and self-assessment (formative and summative)</li> <li>• Evaluative and reflective outcomes, including visual, verbal and written (formative and summative) <ul style="list-style-type: none"> <li>• Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.</li> </ul> </li> </ul>
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Identify final assessment component and element							
<b>% weighting between components A and B</b> (Standard modules only)	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center;"><b>A:</b></td> <td style="text-align: center;"><b>B:</b></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>			<b>A:</b>	<b>B:</b>		
<b>A:</b>	<b>B:</b>						

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Body of work Including : All completed Project work, Research and supporting materials 100%	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1.	

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

**FOR OFFICE USE ONLY**

First CAP Approval Date	1 February 2017			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	<a href="#">Link to MIA 10599</a>