



Module Specification

Introduction to Fashion Textiles

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	5
Part 5: Contributes towards	8

Part 1: Information

Module title: Introduction to Fashion Textiles

Module code: UADBAL-30-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: Design

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This practice and studio based module introduces students to the subject of fashion textiles and facilitates the development of a core portfolio of subject specific and interdisciplinary skills, knowledge and experiences.

The module is designed to foster a strong studio culture and provides an opportunity for students to engage with and explore a range of creative and critical approaches to fashion and textiles whilst introducing the broader design philosophy and ethos of the programme.

Features: Not applicable

Educational aims: This practice-based module aims to introduce students to the processes and protocols of a design methodology through the delivery of a core curriculum of creative, academic and technical skills, methods and approaches. Students are set briefs and tasks that facilitate the development and integration of subject and interdisciplinary skills; developing ideas and creative work through a range of creative, critical and experimental approaches.

Students will explore the role(s) and function(s) of fashion in contemporary society and will develop toolkits to support critical thinking, creative analysis and self-reflection.

Outline syllabus: Emphasis in the module is placed on the delivery of core skills and processes essential for fashion textiles practice; these include but are not limited to:

Research methods

Ideation and iterative design development

Understanding aesthetics

Design methodology process and protocols

Integrating research with ideas, materials and processes

Visual communication and presentation.

Part 3: Teaching and learning methods

Teaching and learning methods: Students are introduced to a range of teaching, learning and design methods used within the programme and are supported in establishing and developing independent study skills.

Introduction to fashion textiles is a practice and studio based module and is typically delivered via short fast paced studio projects and set tasks alongside technical workshops and the development of work in independent study time.

Core to the teaching and learning philosophy of the programme is the establishment of a strong studio culture; a learning environment that mimics a professional design

studio, where students work together either collaboratively and independently.

Taught sessions seek to both establish and cultivate a *studio culture* amongst the cohort and are designed to build student confidence and ease in working in this way. Students are given a structured timetable of studio and workshop based activity and skills development that supports sequential learning and enables them to meet the learning outcomes for the module.

Following taught sessions students are expected to continue developing their work through independent study in the studios and/ or workshops.

Students are required to develop sketchbooks (or equivalent) throughout this module and these will form a core part of the learning, teaching and assessment process. Students' sketchbooks can be hand and/ or digital in format and should contain a range of content that includes but is not limited to: research and analysis, ideation, design development, sampling and / or toile development, critical reflection and action planning.

The development of critical, analytical and evaluative skills is supported and encouraged through (for instance) the use of inclusive resources, discussion in group critiques and activities, and through individual tutorials. Students are encouraged and supported in the development of their visual, verbal and written communication skills through all aspects of the teaching and learning process and will have access to a range of study skills support available centrally.

All students are supported in developing a responsible, resourceful and respectful approach to materials. The programme shares a rotating stock of deadstock and donated materials with students for use in their projects, and where possible and appropriate, students are encouraged to use organic, fairtrade, cruelty-free and / or recycled materials.

Scheduled learning and teaching / f2f learning may include taught studio sessions, lectures, seminars, tutorials, demonstrations, external visits; taught and/ or supervised time in studios/ workshops.

Independent study/ self-guided study includes hours engaged with creative,

academic and technical development, visual and textual research, workshop activity and any learning via the VLE outside of taught sessions.

The reading and resource list for this module will be accessible via a live link on the VLE and will also be available via the module handbook and Tallis library systems. The reading and resource list is inclusive and accessible and has been designed to amplify a diverse range of critical and creative voices, ensuring representation across multiple perspectives and disciplines.

It is designed inspire curiosity and to support a broad range of learners through the inclusion of source material across diverse formats, media and platforms; ensuring accessibility for all learning styles and needs.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Explore, develop and apply a range of research methods to inform design and idea development.

MO2 Demonstrate proficiency in the use of tools, technologies, and techniques relevant to your field of study.

MO3 Generate test and develop design ideas through a range of media and materials.

MO4 Demonstrate and communicate the principles of a design methodology.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/29F39C13-56A7-190C-3C44-A5C9BF69DA9F.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/29F39C13-56A7-190C-3C44-A5C9BF69DA9F.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: This module sits within the programme's programmatic approach to assessment and is a portfolio assessment. Students are assessed holistically on the depth, breadth and quality of their creative work and their ability to generate, explore, develop and / or resolve creative ideas in response to a set brief.

The portfolio assessment in this module is inclusive and is designed to foster and demonstrate the value of a process-centric approach to learning. The portfolio will include a (regularly reviewed) combination of diverse formats and / or modes of assessment (including physical / digital) and has been designed to offer students of all learning styles the maximum opportunity to demonstrate the skills, knowledge and experiences that they have gained throughout the module.

Within the portfolio submission 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.

The formative feedback and summative assessment processes of this module are embedded into studio pedagogy and as such establish an authentic, inclusive approach to assessment that builds students' confidence as they progress.

Ongoing formative feedback (verbal, audio, video and/or in writing) provides students with timely and detailed understanding of their progress and standards; and provides clear feed-forward guidance regarding future development.

Self and peer evaluation constitute an important part of formative feedback processes in this module and are embedded to facilitate the progression towards autonomous learning.

Summative assessment feedback provides students with detailed understanding of their progress and achievement of the LO's and provides clear feed-forward guidance regarding future development. As part of the summative assessment process students are supported in developing individual 'action plans' based on their assessment feedback.

The assessment strategy of the programme that this module contributes to reflects the School of Art's philosophy which considers assessment to be an active part of the learning process; and is regarded as a tool for learning.

This module will be assessed as a pass/ fail.

Forms of assessment used as part of this module include:

Presentation and participation in tutorials and / or studio critique (formative)

Developmental 2D and / or 3D work review(s) and assessment
(formative/summative)

Portfolio development and realisation (formative and 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)

Assessment processes and formats will include physical and or digital formats.

Students who do not pass at the first sit will be given a re-sit opportunity. The re-sit assessment will match the first sit.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio submission.

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Portfolio submission.

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Fashion Textiles [Bower] BA (Hons) 2025-26

Fashion Textiles [Bower] BA (Hons) 2025-26

Fashion Textiles {Foundation} [Bower] BA (Hons) 2024-25