




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Developing Practice in Fashion 2				
Module Code	UADAQJ-45-2	Level	2	Version	1.1
Owning Faculty	ACE	Field	Design		
Contributes towards	BA (Hons) Fashion				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations	International Exchange		Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	21st February 2013
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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. Develop and demonstrate knowledge of a range of historical and contemporary Fashion practitioners who relate to an integral part of their practice;</li> <li>2. Develop and demonstrate the ability to collate and analyse critical and contextual research from a range of sources appropriate to individual research interests.</li> <li>3. Integrate the critical evaluation of Fashion practices into personally generated studio practice;</li> <li>4. Identify and manage the development of strategies for self-directed study;</li> <li>5. Demonstrate the development and implementation of conceptual, critical and production processes;</li> <li>6. Develop an understanding of Fashion practices in relation to personal studio practice;</li> <li>7. Demonstrate the implementation of a methodology in the development of a negotiated body of work;</li> <li>8. Develop the ability to identify key elements of a problem and identify methods/techniques, concepts and process appropriate to the task</li> <li>9. Develop the ability to communicate their ideas clearly.</li> </ol>

	All assessed through Component A.																									
Syllabus Outline	<p>The developing practice 2 project enables students to test and develop new skills and approaches through a period of self-directed studio work, designed to allow the further consolidation and exploration of personal practice.</p> <p>The development of increased contextual understanding and critical awareness is supported through lectures, seminars and teaching sessions which introduce students to key practitioners for whom Fashion is central to their practice.</p>																									
Contact Hours	<p>Students can expect a total of <b>134</b> 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.</p> <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>Staff initiated activities and projects early in the module will introduce a range of issues and debates, skills, processes and approaches relevant to the subject area. These will form the basis for initial student exploration, and subsequent development into individually negotiated work, appropriate to the individual direction of students.</p> <p>Students will choose to direct their work towards an area of specialism, for example, print/knit, photography or design. In all areas, students will be expected to explore and critically analyse the relationship between initial intent and outcomes. They will be required to explore communication and meaning through semiotics, context and audience.</p> <p>Opportunities for collaborative work, where appropriate, discussion of work and working process, are encouraged, and enable students to interact with fellow students from within their own subject and beyond. All students are required to develop critically rigorous contextual research in relation to the intention of their work and their understanding of their role as creative practitioner.</p> <p>This module is delivered through:</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 engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>																									
Key Information Sets Information	<table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">45</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>450</td> <td>134</td> <td>316</td> <td></td> <td>450</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;">  </div>	<b>Key Information Set - Module data</b>					<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	134	316		450
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	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table border="1" data-bbox="571 555 1262 792"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage				Coursework assessment percentage		100%		Practical exam assessment percentage							100%
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<p>Reading Strategy</p>	<p>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.</p> <p>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.</p> <p>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.</p>																				
<p>Indicative Reading List</p>	<p><b>Essential Reading:</b>  Renfrew, E + Renfrew, C <i>Basics Fashion Design 04: Developing a Collection</i> AVA 2009</p> <p><b>Further Reading:</b>  Davies, H <i>Fashion Designers Sketchbooks</i> Laurence King 2010  Davies, H <i>100 New Fashion Designers</i> Laurence King 2008  Phillips, P + Bunce, G <i>Repeat Patterns: A manual for Designers, Artists and Architects</i> Thames + Hudson 1993</p>																				

<b>Part 3: Assessment</b>	
<p>Assessment Strategy</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 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, are relevant in demonstrating achievement to both academic and industry</p>

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 practitioner-researchers.

The principle of 'learning through making' is core to learning strategies in the Department of Creative Industries – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas.

At assessment, therefore, students are expected to present evidence of work which demonstrates engagement with the minimum number of learning hours for the module (contact and independent study hours).

Forms of assessment used as part of the overall programme include:

- Presentation and participation in studio-critique
- Poster presentation
- Group and individual visual presentations
- Group and individual verbal presentations
- Written Assignments – forms of writing relevant to the creative industries, including academic/essay and industry focused/report writing
- Group critiques
- Peer and self-assessment
- Evaluative and reflective outcomes, including visual, verbal and written

Formative and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this.

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.

Identify final assessment component and element	<b>Final body of work</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</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>

Final body of work, research, supporting materials	100%
<b>Component B</b> Description of each element	<b>Element weighting</b> <b>(as % of component)</b>

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) Description of each element	<b>Element weighting</b> <b>(as % of component)</b>
Final body of work, research, supporting materials	100%
<b>Component B</b> Description of each element	<b>Element weighting</b> <b>(as % of component)</b>

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.