



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Extended Study in Fashion Communication				
Module Code	UA1AJV-60-3	Level	3	Version	1
UWE Credit Rating	60	ECTS Credit Rating	30	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
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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"> 1. demonstrate a depth and breadth of knowledge and contextual understanding commensurate with study at level three 2. employ research methods; to collect and collate information, toward the development of their practice in Fashion 3. develop a body of work that reflects individual interests, intentions and ambitions within the context of Fashion 4. synthesise concepts and technical skills in the creation of art/design/media works, artefacts and texts 5. synthesise the use of making and materials in relation to personally generated studio practice 6. demonstrate an awareness of personal and professional responsibility in the realisation of a body of work 7. plan, manage and present a body of work to a professional standard. 8. Refine the use of appropriate materials and processes in relationship to a self identified project proposal 9. understand the context (audience) to which their practice is presented 10. identify, define and negotiate a project proposal and apply appropriate creative, critical and technical skill in realising a body of work <p>All assessed through Component A.</p>
Syllabus Outline	This is the final module of the programme and as such is designed to give students the opportunity to showcase their creative, technical and conceptual skills in accordance

	<p>with their professional ambitions. The module demands a high level of creative innovation and dexterity as students are required to apply their knowledge and understanding with critical contextual insight and sophistication. Emphasis is placed on creative and conceptual ambition and students are supported in developing experimental, innovative outcomes.</p> <p>With tutorial support, students devise and write their own project proposal and project-manage their workload for the module. Through this process students are expected to negotiate access to technical resources as necessary and to continue developing and refining their skill bases. Outcomes for this module could include for instance: Online marketing campaigns, fashion films, publications, exhibitions, installations, catwalk show production or branding development.</p> <p>During the module students will compile a body of thorough Research that contains critical and contextual material alongside research into broader debates and issues surrounding their ideas. The files should evidence robust analysis and critique of their findings, and should evidence the ways in which conceptual, technical and audience research has informed their practice. Students are also required to compile a portfolio to professional standards showcasing their best work.</p> <p>An evaluative statement (written or alternative format submission) 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, the application of an individual methodology and the success of the outcome in relation to their original intentions.</p>
Contact Hours	<ul style="list-style-type: none"> • Students can expect a total of 150 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. • 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	<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>Scheduled learning includes lectures, seminars, tutorials, project supervision, workshops; external visits; supervised time in studio/workshop.</p> <p>Independent learning 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> <p><u>Key Information Set - Module data</u></p>

Key Information Set - Module data

Number of credits for this module

60

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
600	150	450		600



Total assessment of the module:

Written exam assessment percentage

Coursework assessment percentage

Practical exam assessment percentage

100%

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:**

Koda, H (2012)

Schiaparelli and Prada : impossible conversations

New Haven, Conn. London : Yale University Press

Rasche, A (2011)

Visions of Fashion

Kerber: Bielefeld

William, K (2002)

Alexey Brodovitch

Phaidon: London

Further Reading:

Dangin, P (2013)

Guy Bourdin

Steidl: Gottingen

Dijkstra, R (2012)

Rineke Dijkstra : a retrospective

New York : Guggenheim Museum

McDowell, C (2013)

The anatomy of fashion : why we dress the way we do

London : Phaidon Press

Respini, E (2012)

Cindy Sherman

MOMA: New York

Sassen, V (2013)

Viviane Sassen, In & Out of Fashion

Prestel: Munich

Part 3: Assessment

Assessment Strategy	<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. A more detailed breakdown of the content of the body of work required will be outlined in the module handbook.</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"> • 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) <p>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.</p>
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Identify final assessment component and element	Final Body of Work	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	

First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Final body of work, supporting materials, evaluative statement (1500 words or equivalent) and research file	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Final body of work, supporting materials, evaluative statement (1500 words or equivalent) and research file	100%	
<p>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.</p>		