



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Preparation for Extended Study in Fashion Communication				
Module Code	UADAKD-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	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
--------------------------	------------

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. Collate, analyse and critically reflect on research from a range of sources appropriate to individual research interests. 2. Contextualise their practice within the wider context of the Creative Industries 3. Negotiate a Learning Agreement for study based on the identification and articulation of individual interests, technical specialisms and professional ambitions; 4. Demonstrate the implementation of a creative methodology in the development of a body of work. 5. Apply and develop their expertise in relation to their individual technical specialism/s; 6. Demonstrate the ability to generate, develop and resolve ideas for an individually negotiated professional context. 7. Manage their own learning and access an appropriate range of resources to achieve this; 8. Professionally communicate their ideas; visually, verbally and/or in writing; <p>All assessed through Component A.</p>

<p>Syllabus Outline</p>	<p>This module is designed to give students the opportunity to further develop and apply their skills in the development of a robust body of research and creative work in preparation for the 60c module of self-directed study.</p> <p>Students will be expected to further identify and build on their strengths and professional aspirations, and to use these to support their conceptual and creative development. Students will be required to extensively test and apply their conceptual and technical skills, and to take a pro-active role in engaging with the appropriate technical resources. Creative risk-taking and experimentation is supported as a vehicle for the generation of new ideas and innovative practice. Outcomes for this module could include for instance: film shorts, publications, web-development, installations or look books.</p> <p>Emphasis is placed upon the further development and critical evaluation of an individual creative methodology and the contextualisation of their practice within the creative and/or cultural industries.</p> <p>Students initiate and write their own project proposals through discussion and negotiation with Tutors according to the requirements of the learning outcomes and assessment criteria.</p> <p>At this level, students are expected to demonstrate sophisticated use and application of appropriate media, materials, processes and techniques in the experimentation with and development of their ideas. During this module they have the opportunity to showcase these methodologies and to evidence their technical expertise through the extensive development and testing of prototypes and samples.</p> <p>For assessment, students are required to present their project proposals, developmental work, prototypes and supporting materials and research. This enables students to analyse the outcome of the module in relation to the initial proposal of work, and to use this to begin to identify a programme of work for the subsequent 60 credit module.</p>
<p>Contact Hours</p>	<ul style="list-style-type: none"> • Students can expect a total of 72 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.
<p>Teaching and Learning Methods</p>	<p>The teaching and learning methods of this module are aimed at supporting the students in developing an individual creative methodology in relation to professional fashion communication practices.</p> <p>Students are expected to develop a Project proposal based on their creative and technical strengths and individual research interests. This is developed and negotiated through group seminars or activities, and group / individual tutorials. Progress is monitored through regular group seminars that also serve to offer interim goals to support students' progress and time management, and studio practice presentations that monitor student progress and enable professional communication of ideas.</p> <p>Students are expected to contextualise their practice within relevant fashion communication and critical contexts throughout the module; this is supported by the focus of group tutorials and through attendance at lectures by visiting speakers, workshops and external opportunities.</p> <p>Students are fully supported in accessing faculty Technical resources to further develop their practical skills and realise their work.</p> <p>Specific technical workshops will be organised by the module leader according to the needs of the student group. Students are also expected to negotiate their own access</p>

to these centres as part of the planning and proposal process.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, workshops; external visits, supervised time in studio/workshop.

Independent learning includes hours 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..

Key Information Sets Information

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	108	192		300

The table below indicates as a percentage the total assessment of the module which constitutes a -

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

Core Reading:

<i>Grau, O</i>	(2013)	<i>Imagery in the 21st century</i>	Cambridge, Massachusetts : MIT Press
<i>Kemp, K</i>	(2009)	<i>Less and more : the design ethos</i>	Berlin : Gestalten

			<i>of Dieter Rams</i>	
	<i>Shinkle, E</i>	<i>(2008)</i>	<i>Fashion as photograph : viewing and reviewing images of fashion</i>	<i>London : I. B. Tauris</i>
	Further Reading:			
	<i>Celant, G</i>	<i>(2000)</i>	<i>Looking at fashion: Biennale di Firenze.</i>	<i>Milan: Skira Editore</i>
	<i>Bourgeois, L</i>	<i>(2011)</i>	<i>Art & fashion : between skin and clothing Bourgeois, Louise, 1911-2010.</i>	<i>Bielefeld : Kerber ; Manchester : Cornerhouse (distributor)</i>
	<i>Chalayan, H</i>	<i>(2011)</i>	<i>Hussein Chalayan</i>	<i>New York ; London : Rizzoli</i>
	<i>Craigie, C</i>	<i>(2013)</i>	<i>Blank slate : a comprehensive library of photographic templates</i>	<i>Berlin : Gestalten</i>
	<i>Hack, J</i>	<i>(2009)</i>	<i>Another Fashion Book Edition 7L</i>	<i>Gottingen : Steidl</i>

Part 3: Assessment

Assessment Strategy	<p>This module is assessed 100% via component A: A body of work which should include evidence of extensive research and development for the self-initiated brief which follows in the subsequent 60c module. This research and development should include extensive primary and secondary research, critical analysis, idea development, creative experimentation and testing, and participation in formative presentations and critiques. 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-</p>
---------------------	--

	<p>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>
--	--

Identify final assessment component and element	Body of Developmental Work	
% weighting between components A and B (Standard modules only)	A: 100%	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Body of developmental work, research, learning agreement, supporting materials, summative critique	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Body of developmental work, research, learning agreement, supporting materials, evaluative statement	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>		