Module Specification

Design Studio 5 Industry Practice

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Part 1: Information

Module title: Design Studio 5 Industry Practice

Module code: UADBAR-30-2

Level: Level 5

For implementation from: 2026-27

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 module gives students the opportunity to develop a professional and externally facing body of work that successfully synthesises and communicates their DNA as a creative and their unique approach to values-led design in Fashion Textiles contexts.

Features: Not applicable

Educational aims: The module aims to provide a period of study during which students can focus on the development of design and presentation work that synthesises and showcases their creative strengths and emerging DNA as a designer. Students are supported in reflecting, evaluating and action-planning; and in developing, refining and presenting a values-led body of work to professional standards.

Outline syllabus: This module is delivered through taught studio sessions and independent development in studios and technical workshops.

Teaching and delivery are designed to support students in the development and professional realisation of a self-initiated brief, that showcases their unique approach to the subject, contextual interests and emerging DNA as a creative.

Students are supported through a range of values mapping exercises which are designed to facilitate reflection and identify core values and priorities in the design process.

Taught sessions facilitate experimental, innovative and resourceful approaches to design development and support students in understanding and exploring a range of contexts for their practice.

Students will be introduced to a range of potential graduate destinations such as post-graduate study and research, industry and/or enterprise development. Students will be supported and sign-posted in accessing the university's Careers and Enterprise services.

Part 3: Teaching and learning methods

Teaching and learning methods: This module is taught through studio based teaching, workshops and task based activities.

Teaching sessions in the module will facilitate reflection and evaluation and support

students in identifying their creative strengths and emergent DNA as a creative. Students will be introduced to a range of professional and graduate contexts and set-tasks will facilitate the development of design work towards one of these.

Students will have the opportunity to develop outcomes for their preferred specialism of Fashion Design, Textile Design and/or Fashion Futures.

Workshops have been designed to support higher level technical skills development and typically students will have the opportunity to align their creative interests and strengths to specific technical skills development.

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.

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.

The development of critical, analytical and evaluative skills is supported and encouraged through (for instance) inclusive resources, group 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.

Scheduled learning and teaching / F2F learning may include taught studio sessions, lectures, seminars, tutorials, demonstration, practical classes and workshops, fieldwork, external visits, work based learning, 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 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 a wide range of historical and cultural contexts, deepening an understanding of their influence and impacts.

MO2 Design, deliver and curate externally facing content to professional and context appropriate standards.

MO3 Approach complex challenges creatively, in the development and realisation of design outcomes.

MO4 Engage in reflective practice, reviewing personal strengths and areas for growth, and proactively seeking feedback to improve their work.

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 via the following link https://rl.talis.com/3/uwe/lists/FB40520C-27FF-A9D4-EA3D-AEB3F61EA1F3.html?lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: This module is a portfolio assessment.

This module sits within the 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 value a deep 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 experience 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 feedback and 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.

Regular 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 in this module and are designed holistically to facilitate the progression towards autonomous learning.

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.

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

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio Submission. All assessment information will be communicated via Module Handbook and Assessment Briefing
Weighting: 100 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)
Description: Portfolio Submission. All assessment information will be communicated in Module Handbook and Assessment Briefing
Weighting: 100 %
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 {Foundation} [Bower] BA (Hons) 2024-25