

**BA (Hons) Fashion**

# **DEFINITIVE MODULE RECORDS**

**Definitive Module Records:**

The programme of study is divided into modules as contained in this module handbook. The modules are written in such a way as to be useful and relevant for a number of years and describe the skills and knowledge you will be exposed to, and the types of activity we expect you to undertake. However, these modules will always be interpreted through assignments. These assignments are written each year to ensure their relevance to the workplace, new developments in the subject, emerging technology and the needs and interests of individual student groups. Each module will have a final (summative) assessment. This may be one assessment at the end of the module, or made up of several smaller assessments, which take place during and at the end of the module.

At the initial assignment briefing you will be made aware of the specified learning outcomes and assessment criteria for the module. The assignment will very clearly state the work required for assessment and the way in which the assessment will be conducted. Each module assignment brief will clearly refer to the learning outcomes and assessment criteria and the tasks required to achieve these. The brief should be read in conjunction with the indicative grading matrix to help you maximise your work.

In each module there is an essential reading list. This list will also be added to in the assignment to ensure relevance and currency.

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	FASH101 Fashion: Design and Concept	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>	
<p>The Design and Concept module will introduce and develop core skills needed to follow the critical path for design, through the application of concept, research, sketch, construction ideas, pattern development and manufacture, in line with industry expectations.</p> <p>Central to this module the focus will be on observation, analysis, research methodologies and creative problem-solving strategies. Alongside the practice of drawing, pattern making and construction, using both traditional &amp; digital skills and applying making and design principles such as colour, composition, shape, form and structure, encouraging visual appreciation and awareness of line.</p> <p>Students will respond to a number of tasks that will develop their strategies and skills for generating and recording ideas. Through this project students will cultivate an awareness of a range of 'visual languages' and its professionalism through their presentation enabling them to develop a professional visual communication within the context of Fashion design.</p>	

<b>3. Aims of the module</b>	
<ul style="list-style-type: none"> <li>• To introduce an understanding of the core fundamental design principles through both research and illustration techniques, traditionally and through CAD.</li> <li>• To employ and develop creative problem-solving strategies to ideas generated through both pattern making and construction.</li> <li>• To extend communication skills in order to apply and develop a growing awareness of wider design and construction practices.</li> <li>• To experiment with and evaluate a range of creative recording techniques, extending visual vocabulary from a range of sources.</li> <li>• To produce creative visual communication, through the application and manipulation of a range of materials and techniques.</li> </ul>	

<b>4. Indicative content</b>	
<p>Workshops exploring the fundamental design and research principles of observation and analysis of colour, composition, shape, form, texture and meaning, will inform the student's research and creative problem-solving strategies and practices for both Fashion design and construction.</p> <p>Students will also be introduced to a range of pattern cutting techniques both digitally and in a traditional way. Students will also be introduced to digital drawing processes to create and present work, and also traditional ways/methods.</p> <p>Through research, observation, drawing and related construction development processes, the student will cultivate problem-solving strategies, including mind mapping and brainstorming, individually and in groups, in order to achieve appropriate creative outcomes</p>	

<b>5. External/Industry links</b>	
<p>Visits to exhibitions and industry</p> <p>Visiting lecturers / practitioners</p>	

<p><b>6. Assessment strategy, assessment methods and relative weightings</b></p> <p>Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework:</p> <p>Portfolio of all visual experimentation (sketchbooks, worksheets, experiments &amp; tests) &amp; final outcomes Technical folder Experimental Construction techniques</p> <p>Work submitted is assessed holistically based upon the learning outcomes and deliverable elements detailed below, which should give evidence of the students individual endeavour, thinking and creative conclusion to the assignment briefs. Grades are awarded in relation to the achievement levels and qualities illustrated in the grading matrix. The grading matrix can be found in appendix 1 of the programme handbook.</p>
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<b>7. Mapping of assessment tasks to learning outcomes (see annex 1)</b>				
<b>Assessment tasks</b>	<b>A5</b>	<b>B4</b>	<b>C2</b>	<b>D2</b>
Portfolio	X	X		
Technical folder	X	X	X	
Sketchbook Development		X		X
Experimental Construction techniques samples	X		X	X

<b>8. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Dieffenbacher, F.,	2013	Fashion Thinking: Creative Approaches to the Design Process	A&C Black	London
Chunman Lo, D.,	2011	Pattern Cutting (Portfolio Skills)	Laurence King	London
Davies, H.,	2013	Fashion Designers Sketchbooks Two	Laurence King	London
Parish, P.,	2013	Pattern Cutting: The Architecture of Fashion	AVA Publishing	London
Seivewright, S.,	2012	Basics Fashion Design Research and Design	AVA Publishing	Switzerland
Szkutnicka, B.,	2010	Technical Drawing for Fashion	Laurence King	London

<p><b>9. Other indicative sources (e.g. websites) journals</b></p> <p>WGSN Lynda.com Voguearchive.com Futurelab.com</p> <p><b>Fashion Journals:</b> Aesthetica, ID, Lula, Another Magazine, Another Man, Lula, Betty, Creative Review, Dazed &amp; Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, Time Magazine, The Week, View, Vogue, Elle</p>
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## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A5. Begin to identify the use of various approaches and techniques relating to the design and realisation of creative work, using traditional and digital tools.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B4. Show a basic understanding of research methods through gathering of information and experiences from a range of sources and activities.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C2. Demonstrate a range of practical skills, utilising processes and equipment in an effective and creative manner in line with industry expectations.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="245 216 699 268"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="245 300 768 384">D2. Develop reflective practice that will support the ongoing acquisition of individual skills and wider knowledge in a Fashion context.</p>	<p data-bbox="807 216 1333 321"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="807 327 1341 380"><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p data-bbox="807 386 1328 491"><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p data-bbox="807 518 1321 623"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="807 630 1305 714"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	FASH102 Realisation and Technology	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module will further develop research skills for design through a thorough investigation of fabrics and how these influence the silhouette.</p> <p>Using the FabLab and other digital facilities within the college students will be encouraged to explore and experiment with new technologies around them, to aid their progression in both illustration and fabric experimentation. This will aid their development in digital platforms available.</p> <p>Developing student's expectations of the research process, and their understanding of why designers are constantly looking for new fabric ideas. Fashion by its very nature is always changing and reinventing itself; students have to develop and embrace ways to be investigative through new ways of looking.</p> <p>By exploring a range of interpretations of research and investigation, the aim is to inform the students of fabric possibilities in relations to garment construction possibilities. Students will develop their own strategies and skills for generating and recording ideas, cultivating their awareness of a range of 'construction languages' through fabrics and developing their visual communication and creative technical skills.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>• To learn how to respond to a given starting point, through the process of comprehension, investigation, exploration and subsequent creative/technical responses.</li> <li>• To broaden and further develop a growing skill base, both through trend predictions and customer development, using this to create practical intention with technical processes and with a developing range of skills to produce a technical conclusion.</li> <li>• To enhance levels of visual enquiry through CAD and experimental techniques, presentation and critical evaluation.</li> <li>• To develop contextual thinking and extend this into visual communication; demonstrating an understanding of how it operates as a key to the design process for Fashion practitioners.</li> <li>• To develop sensitivity to the possibilities of a range of materials and techniques used in both construction and Fashion illustration.</li> </ul>

<b>4. Indicative content</b>
<p>Workshops aimed at exploring and developing the design and research principles, and developing students' contextualised thinking, observation and analysis.</p> <p>Building on knowledge, experience and understanding of the use of fabric, colour, composition, shape, form, texture and meaning will develop the student's research and creative problem-solving strategies and practices for both Fashion design and construction.</p> <p>Workshops will introduce students to a range of approaches to both interpreting and communicating ideas, and creating solutions through applying technical and design skills. Students will be encouraged to apply a variety of procedures to communicate an end result – using digital processes and mixed media for sketchbook and illustration ideas; outcomes will be critiqued within peer groups to reflect on their effectiveness.</p> <p>Students will be introduced to a range of pattern cutting techniques, both digitally and more traditional methods of construction. Students will also be introduced to digital drawing processes to create and present work, as well as to traditional illustration and presentation techniques.</p>

<b>5. External/Industry links</b>
Visits Visiting lecturers / practitioners

<b>6. Assessment strategy, assessment methods and relative weightings</b>
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework:
Portfolio of all visual experimentation (sketchbooks, worksheets, experiments & tests) & final outcomes Technical folder Experimental Construction techniques
Work submitted is assessed holistically based upon the learning outcomes and deliverable elements detailed below, which should give evidence of the students individual endeavour, thinking and creative conclusion to the assignment briefs. Grades are awarded in relation to the achievement levels and qualities illustrated in the grading matrix. The grading matrix can be found in appendix 1 of the programme handbook.

<b>7. Mapping of assessment tasks to learning outcomes (see annex 1)</b>					
<b>Assessment tasks</b>	<b>A1</b>	<b>B1</b>	<b>C1</b>	<b>C5</b>	<b>D3</b>
Portfolio	X	X	X		
Technical folder	X	X	X	X	X
Experimental Construction techniques samples	X	X	X	X	X

<b>8. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Cadigan, E.,	2014	Sourcing and Selecting Textiles For Fashion	Bloomsbury	London/ New York
Parish, P.,	2013	Pattern Cutting: The Architecture of Fashion	AVA Publishing	London
Raymond, M.,	2010	The Trend Forecaster's Handbook	Laurence King	London
Hopkins, J.,	2012	Fashion Design The Complete Guide	AVA Publishing	London
Zaman, Z.,	2011	New Fashion Designer's Sketchbook	A&C Publishing	London
Hopkins, J.,	2010	Fashion Drawing (Basic Fashion Design Series)	Bloomsbury	London

<b>9. Other indicative sources (e.g. websites)</b>
WGSN Lynda.com Voguearchive.com Futurelab.com Dezeen.com Artsthread.com
<b>Fashion Journals:</b> Aesthetica, ID, Lula, Another Magazine, Another Man, Lula, Betty, Creative Review, Dazed & Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, Time Magazine, The Week, View, Vogue, Elle,

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Begin to identify a sense of their own creative identity, values and direction as Fashion practitioners utilising digital technologies.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Engage in both formal and informal approaches to critically evaluating own work and demonstrate ability to respond positively to constructive feedback.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Start to develop technical solutions and Fashion concepts in response to the problems posed in the set brief, and present effectively and visually.</p> <p>C5. Begin to research, evaluate and contextualise own ideas in own area of practice, through investigation of materials and experimentation with materials.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="230 212 797 275"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="230 296 797 380">D3. Begin to creatively explore design and pattern cutting skills and fabric experimentation related to own ideas and Fashion concepts.</p>	<p data-bbox="797 212 1351 317"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="797 317 1351 380"><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p data-bbox="797 380 1351 485"><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p data-bbox="797 506 1351 611"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="797 611 1351 716"><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="797 716 1351 779"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="797 779 1351 882"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com,</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	FASH103 Design Culture and Concept	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>	
<p>The focus of this module is Fashion and culture. Within this module students will further develop their research skills, with an aim to gaining a deeper understanding of how the research process culminates to inspire ideas in all elements of design; from colour, texture, textile elements, shape, form, silhouette, proportion and function. This module will encourage students to consider Fashion in relation to culture and within the wider context of world issues and global shifts.</p> <p>Students will be guided to explore and understand the purpose of research as the driving force behind the design process; encouraging the student to pursue individual lines of enquiry and adopt a fearless approach to investigation. Students should also begin to question the boundaries of Fashion and how Fashion can be used as a communicative tool for articulating important ideas.</p> <p>Continuing to explore the interpretation of research and investigation, the aim is to balance primary and secondary research sources and understand how these come together to create a narrative that underpins design work. Students will build strategies to utilise their investigative skills for generating and recording ideas; bringing these together to create a strong visual language through creative and technical 2D and 3D interpretation.</p>	

<b>3. Aims of the module</b>	
<ul style="list-style-type: none"> <li>● To explore the relationship between primary and secondary sources as a major component of Fashion and the design process.</li> <li>● To further develop an awareness of how culture relates to Fashion in terms of its influence on colour, fabrics, textile elements, silhouette, proportion, line and function, and how these elements feed into the design process.</li> <li>● To introduce and apply the design principles of layout and composition, with the intention of generating outcomes for a Fashion portfolio and technical folder.</li> <li>● To encourage both reflective and critical evaluation skills in relation to a range of elements needed in Fashion and how these effect the development of student's personal visual vocabulary.</li> </ul>	

<b>4. Indicative content</b>	
<p>Workshops and guided study exploring and developing design and research principles, encouraging contextual and conceptual thinking, observation and analysis; and an understanding of the relationship between primary and secondary research.</p> <p>At the core of this module are a series of lectures and practical workshops on research, drawing, design, creative pattern cutting and technical design practices, intended to broaden the student's visual vocabulary and cross-disciplinary experience.</p> <p>Combining all elements from colour, fabrics, textile elements, silhouette, proportion and line, function into experimental sampling and building these into technical folders and the production of a creative yet professional portfolio.</p> <p>Assessment will relate to the production of a portfolio of experimentation in sampling and the student will be encouraged to reflect, evaluate and suggest ideas for further development of design potential.</p> <p>Students will be encouraged to initiate their personal development through peer and self-evaluation, and prepare strategies for how they will develop their skills into the 2<sup>nd</sup> year.</p>	

**5. External/Industry links**

Visits  
 Visiting lecturers / practitioners

**6. Assessment strategy, assessment methods and relative weightings**

Formative assessment in seminar feedback, critiques and individual progress tutorials.  
 Summative assessment 100% by coursework:

Sketchbook  
 Portfolio of all visual experimentation  
 Technical folder  
 Experimental Construction techniques

Work submitted is assessed holistically based upon the learning outcomes and deliverable elements detailed below, which should give evidence of the students individual endeavour, thinking and creative conclusion to the assignment briefs. Grades are awarded in relation to the achievement levels and qualities illustrated in the grading matrix. The grading matrix can be found in appendix 1 of the programme handbook.

Work submitted is assessed holistically based upon the learning outcomes and deliverable elements detailed below, which should give evidence of the students individual endeavour, thinking and creative conclusion to the assignment briefs. Grades are awarded in relation to the achievement levels and qualities illustrated in the grading matrix. The grading matrix can be found in appendix 1 of the programme handbook.

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

<b>Assessment tasks</b>	<b>A5</b>	<b>B1</b>	<b>C5</b>	<b>D6</b>
Sketchbook		X	X	X
Portfolio	X	X	X	X
Technical folder	X	X		
Experimental Construction techniques samples	X			

**8. Key reading list**

<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Tamagni, D., and Plas, E.,	2015	Fashion Tribes: Global Street Style	Harry N. Abrams, Inc.	
Cadigan, E.,	2014	Sourcing and Selecting Textile for Fashion	Bloomsbury	London
Young, D.,	2015 (3rd ed.)	Swatch Reference Guide for Fashion Fabrics	Bloomsbury	London
Hallett, C., and Johnston, A.,	2014	Fashion for Fabric: The Complete Guide: Natural and Man Made Fibres	Laurence King	London
Bruzzi, S., and Gibson, P.,	2013	Fashion Cultures Revisited	Routledge	London

#### 9. Other indicative sources (e.g. websites)

[www.voguearchive.com](http://www.voguearchive.com)

[www.futurelab.com](http://www.futurelab.com)

[www.sportswearnet.com](http://www.sportswearnet.com)

[www.trendhunter.com](http://www.trendhunter.com)

[www.wgsn-edu.com](http://www.wgsn-edu.com)

[www.gfw.org.uk](http://www.gfw.org.uk)

<https://showstudio.com/>

<http://www.businessoffashion.com/education/courses/fashion-history>

**Academic Journals:** Fashion Theory / The Journal of Fashion Practice. (Held in Library).  
Fashion, Style and Popular Culture - Intellect Inc.

**Fashion Journals:**

Aesthetica, Lula, Another Magazine, Another Man, Lula, Betty, Creative Review, Dazed & Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, The Economist, Time Magazine, The Week, View, Vogue, Elle,

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A5: Begin to identify and reflect on approaches, techniques and skills that relate to the subject and intent of cultural influences within Fashion context.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Engage in both formal and informal approaches to critically evaluating own work and evidence contextualisation in global culture contexts using primary and secondary sources.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C5: Begin to research, evaluate and contextualise their own area of practice, informed by practical and theoretical investigation.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="232 247 686 296"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="232 331 764 411">D6. Develop communication skills that evidence awareness of cultural and contextual discourse within a Fashion context.</p>	<p data-bbox="808 247 1357 352"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="808 359 1341 411"><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p data-bbox="808 417 1357 497"><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p data-bbox="808 518 1357 623"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="808 630 1333 735"><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="808 741 1325 793"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="808 800 1341 879"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com,</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	FASH104 Professional Practice & PDP 1	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module is designed to help students explore the potential of employment roles within the field of Fashion. The aim is to enable students to develop their professional profile and employability in-line with their creative and technical skills. To enhance their knowledge and understanding of the strength their individual portfolios will need to attain, to allow them to successfully compete for work in the competitive Fashion industry.</p> <p>Having identified areas for development, students will work with the module leader to continuously update their Professional Development Plan (PDP), enabling them to identify the experiences and skills they will need to acquire during their degree course to meet the needs of their intended career path. The module will cover a wide range of general skills including personal SWOT analysis, effective professional communication with employers, CVs, applications, looking at freelance working and also consider issues around contracts, copyright and working with agencies.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To investigate the employment structures and work patterns within Fashion and associated industries.</li> <li>● To reflect on own personal skills, qualities, experience and abilities and on the expectations of the workplace.</li> <li>● To explore appropriate career opportunities developing an action plan to enhance potential career progression.</li> <li>● To develop effective professional communication methods and knowledge for use in contacting employers, networking, interviews, self-presentation and the production of effective and professional CV communications.</li> <li>● To develop an understanding of soft and interpersonal skills in effective communication and the importance of these skills in acquiring and sustaining employment.</li> <li>● To develop an understanding of producing creative solutions for external live briefs within specific timeframes.</li> </ul>

<b>4. Indicative content</b>
<p>This module will run for the whole of level 4, raising the student's awareness of career paths within Fashion and associated industries, alongside their practical studio-based modules. Through this process students will be asked to identify their own personal development needs, feeding into their PDP, planning for their future careers. This module is realised through lectures &amp; seminars, research tasks, individual reflective activities and team assignments and critiques.</p> <p>The module guides the student through an in-depth investigation of the structures and working patterns currently operating in the specific creative industry to which the student aspires. Alongside this, the student will be asked to undertake SWOT analysis of his or her own current skills and abilities, identifying their own strengths and the areas where further development is needed. They will be asked to look at job roles and at Fashion practitioners, researching and analysing their career histories. Through this process students will gain the ability to identify their own personal development needs which will then feed into their PDP and planning for their future careers.</p>

<b>5. External/Industry links</b>
Visits Industry / practice-based research Visiting lecturers / practitioners

<b>6. Assessment strategy, assessment methods and relative weightings</b>
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework.

<b>7. Mapping of assessment tasks to learning outcomes (see annex 1)</b>				
<b>Assessment tasks</b>	<b>A4</b>	<b>B3</b>	<b>C6</b>	<b>D1</b>
1. Research & reflective journal/blog	X		X	X
2. Critical self evaluation (500 words max)		X		

<b>8. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Bassot, B.,	2013	The Reflective Journal: Capturing your Learning for Personal and Professional Development	Palgrave Macmillan	UK
Brown, C.,	2010	Fashion & Textiles: the Essential Career Guide	Laurence King	London
Granger, M.,	2015	The Fashion Industry and Its Careers: An Introduction	Bloomsbury	
Teen Vogue,	2010	The Teen Vogue Handbook	Penguin	New York
Yates, J.,	2011	The Fashion Careers Guidebook	A & C Black Publishers Ltd	???

<b>9. Other indicative sources (e.g. websites)</b>
Creative Skillset <a href="http://www.creativeskillset.org/fashion_and_textiles/careers/jobs/">www.creativeskillset.org/fashion_and_textiles/careers/jobs/</a> Drapers <a href="http://www.drapersjobs.com">www.drapersjobs.com</a> Fashion Jobs UK <a href="http://uk.fashionjobs.com">http://uk.fashionjobs.com</a> Fashion personnel <a href="http://www.fashionpersonnel.co.uk">http://www.fashionpersonnel.co.uk</a> Fashion United <a href="http://www.fashionunited.co.uk">http://www.fashionunited.co.uk</a>

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A4. Evidence understanding of professional guidance relating to moral rights and ethical responsibilities within the creative industries.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B3. Begin to analyse, evaluate and reflect on their academic strengths and weaknesses alongside reflection on skills and attributes in relation to employability.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C6. Begin to develop an action plan for vocational and career progression based on awareness of fashion practices.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop</p>

	<p>core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Use a range of communication skills to present themselves as professional Fashion practitioners to relevant audiences.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAIS300 Interdisciplinary Studies	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>	
<p>This module provides an opportunity to expand and develop skills and knowledge, through the introduction of new approaches and methods that broaden and extend the student's understanding of practices both in their subject area, and the wider creative context in which they work.</p> <p>The module will introduce students to interdisciplinary approaches and methods in their subject, and open up possibilities for engagement with practices both within and outside their immediate subject area. As such, this Module complements all of the student's study to date, and contributes to their wider knowledge and understanding of creative practices.</p> <p>The module will encourage students to explore new skills, knowledge and approaches including team working and problem solving. Above all, it will encourage critical reflection on the range of interdisciplinary approaches and contexts explored within the module.</p>	

<b>3. Aims of the module</b>	
<ul style="list-style-type: none"> <li>• To provide the opportunity to explore and reflect upon interdisciplinary approaches and solutions for creative practice</li> <li>• To develop skills and knowledge that can be applied to future projects and situations</li> <li>• To broaden awareness of new or unfamiliar materials-led, process-based creative practices</li> </ul>	

<b>4. Indicative content</b>	
<p>You will be encouraged to explore and develop your understanding of interdisciplinary approaches and solutions for creative practice, through practice-based enquiry. You will have the opportunity to explore interdisciplinary approaches through a range of activities such as working in collaborative teams, through project-based learning, and exploring new or unfamiliar approaches through directed study or independent learning.</p> <p>The module is delivered through a mixture of subject-based activities, projects and/or workshops, and group tasks. Specific content and activities will vary according to your subject area, including collaboration between programmes where appropriate. The development of new knowledge and skills associated with production and critical understanding will be encouraged through a range of approaches such as working with unfamiliar methods, processes and team based learning. An understanding of the possibilities inherent in interdisciplinary approaches within both your subject area and the wider creative context in which you work, will be core to all activities.</p> <p>Throughout the module, you are invited to record and reflect on the work undertaken. At the mid-point, you will be given formative feedback on your progress during the module through individual, and/or group tutorial. You are required to keep a Reflective book/ file/ blog (you only need to choose one of these methods), that should record and document the development of your ideas, work in progress, realized outcomes and your engagement with all aspects of the module. Your tutor will advise on which method might suit your approach best. Evidence of this ongoing record will inform the formative review of your progress, and provide the basis for individual or group tutorial throughout the module.</p> <p>To compliment your learning in this module, you can elect to learn a range of new skills delivered through the 'Workshop Wednesdays' open access programme (booking via the student portal).</p> <p>Towards the end of the module, all students will make a presentation of the outcomes of their work in</p>	

this module. The presentation will take the form of a group presentation or showcase of work, to tutors and peers. Your tutor will advise on the approach most suited to your programme.

A 1000-word critical evaluation provides you with the opportunity to consider the breadth of your investigation, and reflect upon the impact of new approaches and solutions within your individual creative practice. Your evaluation should also include evidence of your contribution to the group presentation or showcase

**5. External/Industry links**

Visits  
Visiting lecturers / practitioners

**6. Assessment strategy, assessment methods and relative weightings**

Reflective book/ file/ blog  
1000-word critical evaluation

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

Assessment tasks	Intended learning outcomes			
	A5	B4	C2	D3
Reflective book/ file/ blog	X		X	
1000-word critical evaluation		X		X

**8. Key reading list**

Author	Year	Title	Publisher	Location
The specific reading materials and research sources are located on the VLE for this module/specific elective				

**9. Other indicative sources (e.g. websites)**

The specific reading materials and research sources are located on the VLE for this module/specific elective
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## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A5: Demonstrate a basic understanding of materials, techniques and processes in an area of creative practice outside of main programme.</p>	<p><b>Learning and teaching strategy</b></p> <p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study Research book/ file/ blog</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B4: Show a basic understanding of interdisciplinary ideas and concepts and evidence understanding in practical and theory-based outcomes.</p>	<p><b>Learning and teaching strategy</b></p> <p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study 1000 word critical evaluation</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Produce a body of work that utilises materials, techniques and processes from an area of creative practice outside main programme of study.</p>	<p><b>Learning and teaching strategy</b></p> <p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study Research book/ file/ blog</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D3: Evidence the ability to begin to articulate the potential for the transfer of materials, techniques and processes from one area of creative practice to another.</p>	<p><b>Learning and teaching strategy</b></p> <p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study 1000 word critical evaluation</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BCOP100 Contexts of Practice	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module introduces students to key theories and ideas, and provides a range of critical approaches to support the investigation, interpretation and analysis of contemporary art, design and media. Students will study a range of concepts that have shaped the way that we understand art, design and media in its wider historical and cultural contexts. Students will develop core research and communication skills to help them to articulate and contextualise their understanding of the themes covered in this module, and the knowledge gained will support creative practice by developing an understanding of the relationship between thinking and making.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>• To introduce and develop understanding of a range of key social, cultural, political and economic theories and discourses that impact on the production and consumption of Fashion.</li> <li>• To introduce approaches to, and perspectives on the interpretation of Fashion as a practice.</li> <li>• To introduce and develop core research skills for the study of contemporary creative practice.</li> <li>• To introduce and develop a range of communication skills.</li> </ul>

<b>4. Indicative content</b>
<p>A series of themed lectures and seminars will introduce students to key ideas and theories relevant to the dissection and analysis of Fashion. The series will explore Fashion as a topic for academic investigation, with each lecture addressing the subject through a different prism. The module encourages students to explore design, production, consumption, distribution and dissemination of Fashion within its contemporary context. Seminars, workshops and group debates encourage students to think critically and analytically to examine key ideas and theories surrounding Fashion. Seminars are led or facilitated by a tutor, and individual and/or group tutorials provide guidance in relation to the assessment tasks.</p>

<b>5. External/Industry links</b>
<p>Visits Visiting lecturers/practitioners</p>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
<p>Students are required to:</p> <ul style="list-style-type: none"> <li>• Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the production and consumption of arts, design, and media practices.</li> <li>• Show developing core research skills for the study of creative practice through the development of a reflective journal/blog. This should contain reflections on the lectures/seminars and all related tasks. This will be used to inform formative assessment on progress in the module and on completion of the module will be summatively assessed.</li> <li>• Demonstrate understanding and application of theoretical approaches to arts, design and media practices through a written essay. The essay may take the form of: a written essay (appropriately illustrated); a visual essay, a video essay/vlog. Your tutor will advise you on the most appropriate method and agree on an approach to take.</li> <li>• Respond to an essay question based on the learning within the module.</li> </ul>

<b>7. Mapping of assessment tasks to learning outcomes (see annex 1)</b>				
<b>Assessment tasks</b>	<b>A2</b>	<b>B2</b>	<b>C5</b>	<b>D6</b>
An essay (1500-2000 words or equivalent)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
A reflective journal/ blog			<b>X</b>	<b>X</b>

<b>8. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Barnard, M.,	2014	Fashion Theory: An Introduction	Routledge	Oxon
Kaiser, S.,	2012	Fashion and Cultural Studies	Berg	London
Craik, J.,	2009	Fashion the Key Concepts	Bloomsbury	London
Steele, V.,	2010	The Berg Companion to Fashion	Berg	Oxford

<b>9. Other indicative sources (e.g. websites)</b>
<p><a href="https://www.jstor.org">https://www.jstor.org</a>  <a href="http://www.tandfonline.com/loi/ytex20">http://www.tandfonline.com/loi/ytex20</a></p> <p><b>Academic Journals:</b> Fashion Theory / The Journal of Fashion Practice. (Held in Library).  Fashion, Style and Popular Culture - Intellect Inc.</p> <p><b>Fashion Journals:</b>  Aesthetica, Another Magazine, Another Man, Creative Review, Dazed &amp; Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, The Economist, Time Magazine, The Week, View</p>

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A2: Begin to identify and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of Fashion.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process  <b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B2: Begin to apply appropriate theoretical approaches to the study and interpretation of Fashion products and practices.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process  <b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C5: Begin to research, evaluate and contextualise their own area of practice, informed by key ideas and theories, applying appropriate academic conventions.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process  <b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D6: Demonstrate a developing range of communication skills which evidence increasing knowledge and understanding of contextual discourse.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p>

	<p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
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## Definitive Module Record

<b>1. Factual Information</b>			
Module Code & Title	FASH201 Visual Communication and Design Realisation	Level	5
Module Leader		Credit Value	40
Module Type	Practice	Notional learning hours	400

<b>2. Rationale for the module and its links with other modules</b>
<p>This module further develops the core skills needed to follow the critical path to design realisation. Students will learn how to link their concept based research with the real practical development of garments with an end customer-industrial partner insight. Students must therefore take into consideration a range of industry practices and expectations, as well as understanding of the brand identity, ethos and design signature, throughout the research, development and production process.</p> <p>Students will develop skills in exploring brand, core customer and potential market research and gain an understanding of how these impact and influence the design direction. As well as experience in presenting their work to industry professionals and how to use the feedback constructively to further their own practice.</p> <p>Students will be introduced to the potential of the convergence of their practice with other disciplines, such as Surface Pattern/Textiles, the FabLab, Photography and Fashion Media and Marketing where appropriate.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>• To develop an awareness of working with industry on live projects and producing ranges for the Fashion industry.</li> <li>• To identify and communicate ideas from a concept, and articulate and translate them into a physical outfit.</li> <li>• To develop and extend practical and technical skills which support the professional and creative presentation of a portfolio/technical folder for a customer.</li> <li>• To plan and direct a project that closely addresses issues around timescale and workload, with a deliverable result for a live customer.</li> </ul>

<b>4. Indicative content</b>
<ul style="list-style-type: none"> <li>• Delivery of the module will begin with lectures and research activities exploring the brand partners and understanding them in the context of the wider Fashion arena.</li> <li>• Having gained a thorough understanding of the industry partner, students will then begin to develop a specific concept for their personal design direction for the project.</li> <li>• A series of workshops will introduce students to range of approaches to developing research and concepts for producing a range from a contextual start point.</li> <li>• Students will show a development of illustration techniques through a series of experimental workshops building on skills acquired at level 4.</li> <li>• Outcomes generated through this module should include the following: a contextual start point, experimental imagery showing a progression of illustration skills incorporating both traditional and digital elements, technical developments including CAD pattern cutting through to all forms of technical information required by a customer and a clear range plan with colour options.</li> <li>• Throughout the module, group critiques and tutorials will support both the workshop and more self-directed stages of study.</li> </ul>

<b>5. External/Industry links</b>
<p>Visiting lecturers / practitioners</p> <p>Students will be encouraged to, exhibit or present outcomes to an external audience.</p> <p>For some students, this module could encourage cross-departmental collaboration and interaction, e.g. BA (Hons) Photography or Printed Textiles and Surface Pattern.</p>

**6. Assessment strategy, assessment methods and relative weightings**

Formative assessment in seminar feedback, critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Research: historical and contemporary research

Sketchbook/blog: ideas development, creative experimentation, reflective practice

Reflective presentations of research and contextualisation and written critical self-evaluation.

Work submitted is assessed holistically based upon the learning outcomes and deliverable elements detailed below, which should give evidence of the students individual endeavour, thinking and creative conclusion to the assignment briefs. Grades are awarded in relation to the achievement levels and qualities illustrated in the grading matrix. The grading matrix can be found in appendix 1 of the programme handbook.

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

<b>Assessment tasks</b>	<b>A1</b>	<b>B4</b>	<b>C3</b>	<b>D1</b>
Portfolio	X		X	
Technical folder		X		
Experimental Construction techniques		X	X	
Sketchbook	X			
Presentation skills		X	X	X

**8. Key reading list**

<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Dieffenbacher, F.,	2013	Fashion Thinking: Creative Approaches to the Design Process	A&C Black	London
Seivewright, S., and Sorger, R.,	2016	Basics Fashion Design Research and Design	AVA Publishing	Switzerland
McKenzie, S.,	2014	Creative Fashion Illustration How to Develop Your Own Style	Bloomsbury Publishing	London
Nakamichi, T.,	2011	Pattern Magic Vol 1,2 and 3	Laurence King Publishing	London
Stewart Smith, S.,	2013	CAD for Fashion Design and Merchandising	Bloomsbury Academic	London

**9. Other indicative sources (e.g. websites)**

WGSN  
 Lynda.com  
 Voguearchive.com  
 Futurelab.com  
 Artstthread.com  
 Dezeen.com

**Fashion Journals:**

Aesthetica, ID, Lula, Another Magazine, Another Man, Lula, Betty, Creative Review, Dazed & Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, Time Magazine, The Week, View, Vogue, Elle,

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Demonstrate awareness of own creative identity, values and aspirations against the context of the current competitive marketplace, and the requirements of the Fashion industries.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B4. Begin to plan independent research and exploration through gathering of information and experiences.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C3. Identify issues that clearly contribute to or detract from the realisation of ideas to begin to evaluate creative results.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this</p>

	<p>supports the evaluative process</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Use a range of appropriate communication methods to present themselves as developing Fashion practitioners to relevant audiences.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
Module Code & Title	FASH202 Developing a Collection	Level	5
Module Leader		Credit Value	40
Module Type	Practice	Notional learning hours	400

<b>2. Rationale for the module and its links with other modules</b>
<p>This module will reflect the entrepreneurial creativity of the programme and encourage students to develop knowledge of appropriate professional contexts of the Fashion industry.</p> <p>By undertaking a team project that supports creative direction, investigation and exploration this module should lead students to critically analyse their own personal visual language and how this can be effectively conveyed within a team project. Students will be encouraged to develop their entrepreneurial skills as they take responsibility for the whole process from concept to final product, taking design, manufacture, marketing and with an end result of a collaborative collection in the end of year Fashion show or similar event.</p> <p>To support this outward-looking approach to dealing directly with audiences and markets, students will also research a range of self-promotion and presentation strategies. They will experiment with formal or informal creative self-promotion marketing material pertinent to their career aspirations and they will develop and realise their own concepts as they consider strategies for raising their profile and setting their Fashion aspirations for the future.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>• To encourage students to realise the importance of team working, how their own ideas have the potential to work on a catwalk within a team context.</li> <li>• To enable student to initiate a body of work that identifies and develops specialist creative interests &amp; contexts for own work best suited towards personal and team aspirations.</li> <li>• To investigate approaches to creating a creative collection with appropriate creative experimentation and contextual development for a final result.</li> <li>• To encourage illustration and the developing of the final portfolio to be informative and extend to show entrepreneurial skills developing visual language.</li> <li>• To understand the importance of collaborative collection through research into traditional and contemporary methods and approaches utilised in the creative sector.</li> <li>• To develop students skills in creatively presenting work to their career aspirations with a view to demonstrating their employability to potential clients, collaborators and employers.</li> </ul>

<b>4. Indicative content</b>
<ul style="list-style-type: none"> <li>• Delivery of the module will begin with lectures and research activities exploring contexts for a strong contextual concept for a range, with contemporary practitioners, artists and designers identified for discussion.</li> <li>• A series of workshops will introduce students to range of approaches to developing research and concepts for producing a range from a contextual start point that has been developed and refined.</li> <li>• Students will show a development of illustration techniques through a series of experimental workshops building on skills acquired.</li> <li>• Outcomes generated through this module should include the following: a contextual start point, experimental imagery showing a progression of illustration skills, technical developments including CAD pattern cutting through to all forms of technical information require by a customer, a clear range plan with colour options.</li> <li>• Students will be expected to produce a range of clothing that will go down the catwalk at the end of year Fashion show or similar event.</li> <li>• Throughout the module, group critiques and tutorials will support both the workshop and more self-directed stages of study.</li> </ul>

<b>5. External/Industry links</b>
<p>Visiting lecturers / practitioners  Students will be encouraged to, exhibit or present outcomes to an external audience.  For some students, this module could encourage cross-departmental collaboration and interaction, e.g. BA (Hons) Photography or Surface pattern</p>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
<p>Formative assessment in seminar feedback, critiques and individual progress tutorials.  Summative assessment 100% by coursework:  Research: historical and contemporary research  Sketchbook/blog: ideas development, creative experimentation, reflective practice  Reflective presentations of research and contextualisation and written critical self-evaluation.</p> <p>Work submitted is accessed holistically based upon the learning outcomes and deliverable elements detailed below, which should give evidence of the students individual endeavour, thinking and creative conclusion to the assignment briefs. Grades are awarded in relation to the achievement levels and qualities illustrated in the grading matrix. The grading matrix can be found in appendix 1 of the programme handbook.</p>

<b>7. Mapping of assessment tasks to learning outcomes (see annex 1)</b>				
<b>Assessment tasks</b>	<b>A5</b>	<b>B5</b>	<b>C3</b>	<b>D5</b>
Portfolio/Presentation		X	X	X
Technical Folder	X	X		X
Experimental Construction techniques	X	X	X	X
Sketchbook		X		X

<b>8. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Hopkins, J.,	2012	Fashion Design: The Complete Guide	AVA	London
Parish, P.,	2014	Pattern Cutting: The Architecture of Fashion	AVA	London
Davies, H.,	2013	Fashion Designers Sketchbook two	Laurence King	London
Atkinson, M.,	2012	How To Create Your Final Collection	Laurence King	London
Cardigan, E.,	2014	Sourcing And Selecting Textiles For Fashion	Bloomsbury	London

**9. Other indicative sources (e.g. websites)**

WGSN  
Lynda.com  
Voguearchive.com  
Futurelab.com  
Dezeen.com  
Artstthread.com

**Fashion Journals:**

Aesthetica, ID, Lula, Another Magazine, Another Man, Lula, Betty, Creative Review, Dazed & Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, Time Magazine, The Week, View, Vogue, Elle,

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A5. Show evidence of breadth and depth of understanding of the experience and practical application of techniques and skills.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved  <b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process  <b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills  <b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B5. Take risks with processes, making constructive use of results, both successful and unsuccessful, and recognise these as vital to the creative process.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process  <b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C3. Act autonomously to identify and appraise issues that clearly contribute to or detract from the realisation of ideas, synthesise and evaluate creative results.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills  <b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p>

	<p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D5. Demonstrate ability to plan and prepare for professional practice through an awareness and ability to negotiate, showing an understanding of collaboration and communication skills with peers, clients, tutors etc.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
Module Code & Title	FASH203 Professional Practice & PDP	Level	5
Module Leader		Credit Value	20
Module Type	Theory & Practice	Notional learning hours	200

<b>2. Rationale for the module and its links with other modules</b>	
<p>This module extends skills acquired during Level 4 allowing individuals to further explore professional Fashion practices and the Fashion industry. Running across level 5, it will inform an understanding of the level of professionalism, creativity and adaptability required to negotiate a career in Fashion and the industry alongside associated professional industries.</p> <p>Students will have the opportunity to respond to the requirements of a range of professionally focused projects. Working on live briefs and external commissions, and competitions and simulated briefs, students will be expected to research thoroughly and produce designs and outcomes that respond the specifics of clients, audiences and contexts. They will investigate work placements and internships that will aid their professional aspirations, and investigate how they are going to attain these.</p> <p>Throughout the module, students will also consider business and practice skills required to plan for a career in Fashion including the skills and attributes required in contemporary practice alongside developing an understanding of the guidance available for Illustrators relating to moral rights and ethical responsibilities.</p> <p>Continuing on from the good practice set up in the level 4 Professional Practice module, reflection will be an ongoing, continuous process recorded and archived through each students PDP blog.</p>	

<b>3. Aims of the module</b>	
<ul style="list-style-type: none"> <li>● To encourage personal investigation into the professional aspects of Fashion practice through participation in industry placement/ internships and/or engagement with live or competitive briefs.</li> <li>● To enhance professional standards in working methods – research &amp; design process, presentation &amp; submission of professionally competent artwork, and working to the expected pace and rigour live/competitive briefs.</li> <li>● To identify creative and original solutions to a given brief, producing work that both meets the clients needs as well as extending own personal visual language.</li> <li>● To develop and extend understanding of professional Fashion practice, including an understanding of guidance relating to moral rights and ethical responsibilities for Fashion practitioners.</li> </ul>	

<b>4. Indicative content</b>	
<ul style="list-style-type: none"> <li>● With numerous competitions, commissions and external projects available to students, this module starts with the student investigating the opportunities available to them in order to ascertain which projects best suit their professional aspirations. This process is ongoing throughout the module since some projects may be quick turnaround, taking a matter of hours while others are far more in depth lasting weeks or even months. Some may require teams while others are undertaken solo. In all cases the students will negotiate with the module leader the volume of assignments to be undertaken.</li> <li>● Students may also embark upon internships within an appropriate professional setting and briefings and lectures by industry experts will extend awareness of professional expectations.</li> <li>● Throughout the module tutorials will support an individual's preparations for working to industry requirements and these activities – liaising with clients, submission to competitions, will also encourage the growth of key employability and entrepreneurial skills.</li> <li>● The sharing of experiences by visiting design studios and professionals will inspire an understanding of the enterprise and entrepreneurial aspects of the creative industries along with</li> </ul>	

- the overarching skills required for employment.
- Student-led feedback sessions will enable the sharing of individual's experiences from external professional encounters and develop verbal communication skills.
  - Submission should include presentation of an either an individual competition, commission, or assignment or a portfolio of activities as negotiated with the module leader. Work should be shown in the format required by the chosen design brief/competition with supporting research and self-evaluation alongside the initial brief, competition rules and/or records of client contact. This module will further develop the student's presentation skills as well as their ability to communicate and pitch concepts and outcomes in a professional and competitive manner.

**5. External/Industry links**

Visits  
 Site-based / industry / practice-based research  
 Visiting lecturers / practitioners / industry professionals  
 Contact with internal and external agencies will grow student's key employability and entrepreneurial skills.  
 Students can approach external agencies for internships, for research.  
 Students will engage with all aspects of professional practice throughout the module and give due consideration to the standards required by the industry.  
 Students will approach external agencies to enter international / national competitions  
 Students will be encouraged to publish, exhibit or present outcomes to an external audience.

Work submitted is accessed holistically based upon the learning outcomes and deliverable elements detailed below, which should give evidence of the students individual endeavour, thinking and creative conclusion to the assignment briefs. Grades are awarded in relation to the achievement levels and qualities illustrated in the grading matrix. The grading matrix can be found in appendix 1 of the programme handbook.

**6. Assessment strategy, assessment methods and relative weightings**

Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework.

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

Assessment tasks	A2	B4	C6	D4
1. Research & reflective journal/blog	X	X		X
2. Critical self evaluation (1000 words max)			X	

**8. Key reading list**

Author	Year	Title	Publisher	Location
Hopkins Carr, N.,	2014	Fashion Entrepreneurship The Plan The Product The Process	Bloomsbury	London
Granger, M.,	2015	The Fashion Industry and Its Careers	Fair Child	London
Keiser, S., and Garner, M.,	2017 (4 <sup>th</sup> ed.)	Beyond Design: The Synergy of Apparel Product Development	Fair Child	London
Hillery, P. V.,	2015 (3 <sup>rd</sup> ed.)	Careers Professional Development for Retailing and Apparel Merchandising	Bloomsbury	New York
Sterling, T., and Granger, M.,	2015 (2 <sup>nd</sup> ed.)	Fashion Entrepreneurship	Bloomsbury	New York
Koumbis, D., and Shaw, D.,	2013	Fashion Buying	Fair Child	London

### 9. Other indicative sources (e.g. websites)

[www.voguearchive.com](http://www.voguearchive.com)

[www.futurelab.com](http://www.futurelab.com)

[www.sportswearnet.com](http://www.sportswearnet.com)

[www.trendhunter.com](http://www.trendhunter.com)

[www.wgsn-edu.com](http://www.wgsn-edu.com)

[www.qfw.org.uk](http://www.qfw.org.uk)

<https://showstudio.com/>

<http://www.businessoffashion.com/education/courses/fashion-history>

#### **Academic Journals:**

Fashion Theory / The Journal of Fashion Practice. (Held in Library).

Fashion, Style and Popular Culture - Intellect Inc.

#### **Fashion Journals:**

Aesthetica, Lula, Another Magazine, Another Man, Lula, Betty, Creative Review, Dazed & Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, The Economist, Time Magazine, The Week, View, Vogue, Elle,

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A2. Demonstrate verbally and visually a developing knowledge and understanding of the overarching practices and contexts that underpin Fashion and associated industries.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B4. Initiate independent research and exploration through gathering of information, and utilise to help form independent decision-making.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C6. Understand the requirements of commercial and professional practice. Explore professional environments in which personal aspirations are likely to develop.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Studio development:</b> to support development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources,</p>
<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D4. Demonstrate an increasing ability to work at a professional level on tasks and projects, exhibiting the appropriate levels of time-management, self-organisation and motivation.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce</p>

	<p>practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
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## Definitive Module Record

<b>1. Factual Information</b>			
Module Code & Title	GCOP200 Contexts of Practice 2	Level	5
Module Leader		Credit Value	20
Module Type	Theory & Practice	Notional learning hours	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module extends and develops the themes, ideas, concepts and critical discourses introduced in Year One. Students will attend core lectures and participate in a lecture/ seminar series designed to deepen their understanding of creative practice in its wider contexts. This themed approach encourages students to make considered and appropriate links between their area of practice and wider contextual and interdisciplinary discourses. You will continue to develop critical approaches to research, which will inform your understanding of the relationship between context and practice.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>• To develop and extend a critical understanding of cultural and contextual frameworks which inform the design, production, retail and consumption of Fashion</li> <li>• To develop independent thinking, project planning and time-management skills.</li> <li>• To develop enhanced communication skills, which demonstrate knowledge and understanding of critical theories and discourses and their impact on creative practice.</li> </ul>

<b>4. Indicative content</b>
<p>The module begins with a series of core lectures that will cover essential research skills and extend students' ability to research Fashion in its global contexts. Students are encouraged to locate global, cultural, social, political and economic shifts and relate these to developments within the practice of Fashion as then to connect their developing interests to the analytical and theoretical methods provided. Alongside the taught elements students will engage in independent, self-directed research into contemporary and historical Fashion. Research undertaken will be documented through short written pieces, glossaries and bibliographies and compiled in a research folder. These research folders will be used during formative tutorials/assessment points to discuss student progress towards achieving summative outcome, which is a thoroughly researched essay (2,500- 3000 words or equivalent). During the final phase of this module students will begin to think about what they are going to undertake in the 3rd year (level 6) Contexts of Practice 3 module and will prepare an initial research project proposal as an annexe to the Fashion research essay.</p>

<b>5. External/Industry links</b>
<p>Visits Visiting lecturers / practitioners</p>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
<p>Students are required to:</p> <ul style="list-style-type: none"> <li>• Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the production and consumption of arts, design, and media practices.</li> <li>• Show developing core research skills for the study of creative practice through the development of a reflective journal/blog. This should contain reflections on the lectures/seminars and all related tasks. This will be used to inform formative assessment on progress in the module and on completion of the module will be summatively assessed.</li> <li>• Demonstrate understanding and application of theoretical approaches to arts, design and media practices through a written essay. The essay may take the form of: a written essay (appropriately illustrated); a visual essay, a video essay/vlog. Your tutor will advise you on the most appropriate method and agree on an approach to take.</li> <li>• Independently develop an essay question based on the learning within the module, in agreement with their tutor.</li> </ul>

<b>7. Mapping of assessment tasks to learning outcomes (see annex 1)</b>				
<b>Assessment tasks</b>	<b>A3</b>	<b>B2</b>	<b>C5</b>	<b>D6</b>
A reflective journal/ blog			X	X
An essay (2,000–2,500 words or equivalent)	X	X	X	X

<b>8. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Barnard, M.,	2014	Fashion Theory: An Introduction	Routledge	Oxon
Kaiser, S.,	2012	Fashion and Cultural Studies	Berg	London
Steele, V.,	2010	The Berg Companion to Fashion	Berg	Oxford
Jenss, H.,	2016	Fashion Studies	Bloomsbury	London
Kaiser, S.,	2011	Fashion and Cultural Studies	Berg	Oxford
Entwistle, J.,	2015 (2 <sup>nd</sup> ed.)	The Fashioned Body	Polity	Cambridge

<b>9. Other indicative sources (e.g. websites)</b>
<p><a href="https://www.jstor.org/">https://www.jstor.org/</a>  <a href="http://www.tandfonline.com/loi/ytex20">http://www.tandfonline.com/loi/ytex20</a></p> <p><b>Academic Journals:</b> Fashion Theory / The Journal of Fashion Practice. (Held in Library).  Fashion, Style and Popular Culture - Intellect Inc.</p> <p><b>Fashion Journals:</b>  Aesthetica, Another Magazine, Another Man, Creative Review, Dazed &amp; Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, The Economist, Time Magazine, The Week, View</p>

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A3. Evidence an understanding of the relationship between theory and practice and interpret, analyse and evaluate critical approaches to creative practice.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B2. Apply appropriate theoretical approaches to the study and interpretation of Fashion &amp; associated practices, building awareness of the ethical, social and cultural consequences of art and design practice.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C5. Competently utilise a range of appropriate research methods and academic conventions.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D6. Demonstrate communication skills which evidence knowledge and understanding of critical, cultural and contextual discourses.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	FASH301 Research and Experimentation	<b>Level</b>	6
<b>Module Leader</b>		<b>Credit Value</b>	40
<b>Module Type</b>	Theory and Practice	<b>Notional learning hours</b>	400

<b>2. Rationale for the module and its links with other modules</b>	
<p>This module will stipulate the overarching direction and outline research methodologies that will provide a platform from which the student's Creative and Professional Conclusion module may develop.</p> <p>It is a period of reflection on past creative outcomes and the success of their commercial application. The questioning of theories and experimentation in practical processes will allow students to plan their final project and negotiate a course towards its conclusion considering future career or learning aspirations.</p> <p>Negotiated proposals for outcomes must evidence indicative inclusion of contextual studies subject matter and creative intent for the final year must be clearly definable at the end of this module.</p>	

<b>3. Aims of the module</b>	
<ul style="list-style-type: none"> <li>• To evaluate acquired knowledge and technical abilities and apply in-depth levels of critical judgment to learning experiences and outcomes.</li> <li>• To select and experiment independently with pertinent processes and techniques to allow synthesis between theory and practice.</li> <li>• To express research methodology and artistic intent in a considered and professional manner utilising relevant media and communication channels.</li> <li>• To reconcile personal practice and specialisations in relation to future career aspirations and the commercial applications of creative outcomes</li> <li>• To question, embed and utilise contextual study content within negotiated proposals for final year modules. be clearly definable at the end of this module.</li> </ul>	

<b>4. Indicative content</b>	
<ul style="list-style-type: none"> <li>• Through negotiations with tutors, students will develop proposals that will include details of intended research methodologies and artistic outcomes.</li> <li>• Individual and group tutorials will guide learners through a cohesive and intensive programme of extended, personally directed research and a phase of continual evaluation of past and present practice.</li> <li>• Creative visual and written experimentation will be encouraged in studio-based sessions. Learners will be supported across faculties with specialist knowledge and equipment, but will initiate processes and techniques that inform their specialist practice independently.</li> <li>• Critiques, conducted in peer groups and on an individual basis, will evaluate strengths and limitations of individual approaches and their relationship with contextual content. Critical discussion will encourage engagement with alternative texts, theories, exhibitions and visual stimuli.</li> </ul>	

<b>5. External/Industry links</b>	
<ul style="list-style-type: none"> <li>• Students will select and research potential clients and collaborators</li> <li>• Visiting Lecturers/Practitioners/Industry experts - will continue to inform students of currents trends, innovations and professional expectations in the Fashion industry.</li> </ul>	

**6. Assessment strategy, assessment methods and relative weightings**

Formative assessment in sketchbook and portfolio development, in seminar feedback, studio critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Presentation and Research Sketchbook/Portfolio – to include evidence of critical engagement with a range of appropriate theoretical, conceptual and/or contextual source material.

There should be written evidence of personal reflection and critical awareness when evaluating individual progress in relation to set briefs.

Experimental Collection - to include evidence of the ability to effectively plan, carry out, document, present and evaluate the practical and conceptual development of appropriate solutions to identified problems.

Work submitted is assessed holistically based upon the learning outcomes and deliverable elements detailed below, which should give evidence of the students individual endeavour, thinking and creative conclusion to the assignment briefs. Grades are awarded in relation to the achievement levels and qualities illustrated in the grading matrix. The grading matrix can be found in appendix 1 of the programme handbook.

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

Assessment tasks	A1	B4	B5	C2	D5
Portfolio/Presentation	X		X		X
Technical folder		X	X	X	X
Experimental Construction techniques	X	X	X	X	X
Sketchbook	X	X	X		

**8. Key reading list**

Author	Year	Title	Publisher	Location
Ambrose, G., and Harris, P.,	2012	Format (Basic Design)	Basics Design	London
Ambrose, G., and Harris, P.,	2011	Layout (Basic Design)	Basics Design	London
Diefenbacher, F.,	2013	Fashion Thinking: Creative Thinking Approaches to the Design Process	AVA	London
Dillon, S.,	2011	The Fundamentals of Fashion Management	AVA	London
Nakamichi, T.,	2011	Pattern Magic Vol 1,2 and 3	Laurence King Publishing	London
Stewart Smith, S.,	2013	CAD for Fashion Design and Merchandising	Bloomsbury Academic	London
McKenzie, S.,	2014	Creative Fashion Illustration How to Develop Your Own Style	Bloomsbury Publishing	London
Parish, P.,	2014	Pattern Cutting: The Architecture of Fashion	AVA	London
Davies, H.,	2013	Fashion Designers Sketchbook two	Laurence King	London
Atkinson, M.,	2012	How To Create Your Final Collection	Laurence King	London
Cardigan, E.,	2014	Sourcing And Selecting Textiles For Fashion	Bloomsbury	London

**9. Other indicative sources (e.g. websites)**

WGSN

Lynda.com

Voguearchive.com

Futurelab.com

Dezeen.com

Artsthread.com

**Fashion Journals:**

Aesthetica, ID, Lula, Another Magazine, Another Man, Lula, Betty, Creative Review, Dazed & Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, Time Magazine, The Week, View, Vogue, Elle,

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Articulate their understanding of own creative identity, values and aspirations against the context of the current competitive marketplace, and the requirements of the creative industries.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved.</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills.</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement.</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B4. Initiate independent research and exploration through gathering of information and experiences, and utilise both to help form independent judgements and decision-making.</p> <p>B5. Take risks and other speculative processes, making constructive use of results, both successful and unsuccessful, and recognise these as vital to the creative process and ongoing developments in personal visual language.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement.</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Demonstrate a range of practical skills and expertise, utilising processes and equipment in an effective and creative manner, in accordance with good professional practice and applied to a variety of situations and contexts.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved.</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement.</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D5. Demonstrate ability to plan and prepare for professional practice, through an awareness and understanding of practical knowledge, skills and attributes required of a Fashion professional including evidence of ability to negotiate, collaborate and communicate with peers, clients, tutors etc.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved.</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement.</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

1. Factual Information			
<b>Module Code &amp; Title</b>	FASH302 Creative and Professional Development	<b>Level</b>	6
<b>Module Leader</b>	Amanda Hillier	<b>Credit Value</b>	20
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	200

2. Rationale for the module and its links with other modules
<p>This module will enable students to use personal career ambitions to position themselves for progression to employment, self-employment or to postgraduate study. It will reflect the entrepreneurial creativity of the programme and encourage students to develop their own knowledge of appropriate professional contexts of the Fashion industry.</p> <p>It will provide multiple opportunities for students to assimilate previous industry experiences and research into both contextual subject matter and creative outcomes of the final year modules. The module will encourage consideration of audiences, end-users and relevant markets. Relationships with appropriate external agencies, individuals and professionals will be explored and interactions with the creative, commercial and cultural environments will be investigated.</p>

3. Aims of the module
<ul style="list-style-type: none"> <li>• To support and inform the development of an individually appropriate strategy for progression into employment, self-employment, professional practice or continued education.</li> <li>• To extend learners understanding and consideration of appropriate audiences, end-users and markets and to raise awareness of industry relevant technologies, techniques and innovations.</li> <li>• To encourage learners to utilise personal career ambitions to inform studio practice, contextual content and creative outcomes at professional levels.</li> <li>• To provide opportunities for students to reflect on industry and workplace experiences and to encourage synergy between these and artistic and contextual outcomes.</li> <li>• To encourage the growth of key employability and entrepreneurial skills and to develop cross media communication to a professional level.</li> </ul>

4. Indicative content
<ul style="list-style-type: none"> <li>• Visiting lecturers will continue to encourage individuals to re-evaluate, question and refine personal proposal and practice.</li> <li>• Seminar tasks will promote the application of formative and summative assessment techniques to research and communication activities.</li> <li>• Tutorials and critiques will provide opportunities for reflection and evaluation of professional strategies and communications along with the evolution of career aspirations.</li> <li>• Workshops to develop the management of critical paths, budgets, customer expectations and collaborative practices.</li> </ul>

5. External/Industry links
<ul style="list-style-type: none"> <li>• Visiting lecturers / practitioners</li> <li>• Relevant practitioners and industry experts offer required support and advice that is identified through student's presentations and student/tutor negotiations.</li> <li>• Students can approach customers and design agencies for market research on fabrics and customer outcomes.</li> <li>• Students will be encouraged to enter international / national competitions. will engage with all aspects of professional practice throughout level 6 on the programme and within this module will give due consideration to the extent to which they need to plan for employment/freelance practice.</li> </ul>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework.

<b>7. Mapping of assessment tasks to learning outcomes (see annex 1)</b>				
<b>Assessment tasks</b>	<b>A2</b>	<b>B1</b>	<b>C6</b>	<b>D1</b>
1. Research & reflective journal/blog	X	X	X	X
2. Portfolio of promotional material				

<b>8. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Hopkins, J.,	2017 2 <sup>nd</sup> Edition	Menswear	Bloomsbury	London
McDevitt, P.,	2015	Technical Design: Fashion	Bloomsbury	London
Hume, R.,	2016	Fashion and Textile Design with Photoshop and Illustrator	Bloomsbury	London
Kettley, S.,	2016	<u>Designing</u> with Smart Textiles	Bloomsbury	London
English, B.,	2011	Japanese Fashion Designers	Bloomsbury	London
Parish, P.,	2013	Pattern Cutting: The Architecture of Fashion	AVA	London
Davies, H.,	2013	Fashion Designers Sketchbook two	Laurence King	London
Atkinson, M.,	2012	How To Create Your Final Collection	Laurence King	London
Cardigan, E.,	2014	Sourcing And Selecting Textiles For Fashion	Bloomsbury	London

<b>9. Other indicative sources (e.g. websites)</b>
WGSN Lynda.com Voguearchive.com Futurelab.com Dezeen.com Artsthread.com Drapers.com
<b>Fashion Journals:</b> Aesthetica, ID, Lula, Another Magazine, Another Man, Lula, Betty, Creative Review, Dazed & Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, Time Magazine, The Week, View, Vogue, Elle,

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A2: Demonstrate verbally, visually and in written formats a developed knowledge and critical understanding of the overarching theories, practices and contexts that underpin Fashion and associated practices.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Engage in both formal and informal approaches to critically evaluating own and others work and demonstrate ability to respond positively and professionally to informed criticism.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C6. Work in collaboration with external and internal agencies and partners to explore professional environments and produce effective self-promotional strategies.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Devise and communicate distinctive concepts effectively and professionally, employing both visual and written communications and live presentation techniques.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

1. Factual Information			
<b>Module Code &amp; Title</b>	FASH303 Creative and Professional Conclusion	<b>Level</b>	6
<b>Module Leader</b>	Heather Martin	<b>Credit Value</b>	40
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	400

2. Rationale for the module and its links with other modules
This module represents the culmination of the knowledge, skills and understanding acquired throughout the entirety of the student's study on the programme through the engagement in a project that is the result of a self-initiated or self-selected brief.

3. Aims of the module
<ul style="list-style-type: none"> <li>• To enable the student to present a body of work that confirms their personal position as an artist/designer/maker at the conclusion of a BA programme.</li> <li>• To enable the student to identify and demonstrate their depth of understanding of their chosen specialism.</li> <li>• To enable the student to prepare and develop propositional information that will establish their progression and standing professionally outside the College environment.</li> <li>• To enable the student to recognise and promote their transferable skills.</li> </ul>

4. Indicative content
Students will complete the production of their project, demonstrating appropriate professional standards and providing a critical self-assessment.
Students will be supported throughout by regular group and individual tutorials, as well as a practical workshops, visiting artists/lecturers programme, and regular progress presentations.

5. External/Industry links
<ul style="list-style-type: none"> <li>• Visiting lecturers / practitioners</li> <li>• Visits</li> <li>• Students will continue to work with external agencies and/or other students.</li> <li>• Students will receive feedback from and be supported by relevant practitioners from industry in the realisation of their outputs.</li> </ul>

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework:
<p><b>Sketchbook / A3 Research Pages</b> Research, experimentation and development of ideas for intended final outcome documented in a book or loose A3 page format. Reflective evaluations should be evident throughout showing engagement with a range of appropriate theoretical, conceptual and/or contextual source material.</p> <p><b>Technical Folder</b> Part 1: A summary of technical experimentation and development, including construction samples, fabric testing/manipulation, silhouette and toile review amendments, technical sketches and photos.</p> <p>Part 2: Technical packs for each constructed garment; including finalised pattern, lay plan, technical flats, cost/specification sheets and order of work for each constructed garment.</p> <p><b>Portfolio</b> An executive summary presented in a 2D format that clearly communicates a visual narrative of an individualised design journey and highlights the research, experimentation, brand identity and design development undertaken.</p>

**Final Collection / Experimental Construction of Garments**

Final collection or alternative as negotiated; professionally presented, bagged and labelled. Two completed outfits to be submitted plus any amended work from FASH301, as required.

Work submitted is assessed holistically based upon the learning outcomes and deliverable elements detailed below, which should give evidence of the students individual endeavour, thinking and creative conclusion to the assignment briefs. Grades are awarded in relation to the achievement levels and qualities illustrated in the grading matrix. The grading matrix can be found in appendix 1 of the programme handbook.

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

<b>Assessment tasks</b>	<b>A5</b>	<b>B5</b>	<b>C4</b>	<b>D4</b>
Sketchbook or A3 Research Pages	X	X	X	X
Technical folder	X		X	X
Portfolio		X	X	X
Final Collection /Experimental Construction of Garments	X	X	X	X

**8. Key reading list**

<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Hopkins, J.,	2017 2 <sup>nd</sup> Edition	Menswear	Bloomsbury	London
Hume, R.,	2016	Fashion and textile design with Photoshop and illustrator	Fair Child	London
Kettley, S.,	2016	<u>Designing with Smart Textiles</u>	Fair Child	London
English, B.,	2011	<u>Japanese Fashion Designers</u>	Berg	London
Parish, P.,	2013	Pattern Cutting: The Architecture of Fashion	AVA	London
Davies, H.,	2013	Fashion Designers Sketchbook two	Laurence King	London
Atkinson, M.,	2012	How To Create Your Final Collection	Laurence King	London
Cardigan, E.,	2014	Sourcing And Selecting Textiles For Fashion	Bloomsbury	London
Renfrew, E., and Renfrew, C.,	2016	<u>Developing a Fashion Collection</u>	Bloomsbury	London

**9. Other indicative sources (e.g. websites)**

WGSN  
Lynda.com  
Voguearchive.com  
Futurelab.com  
Dezeen.com  
Artstthread.com  
Drapers.com

**Fashion Journals:**

Aesthetica, ID, Lula, Another Magazine, Another Man, Lula, Betty, Creative Review, Dazed & Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, Time Magazine, The Week, View, Vogue, Elle,

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A5. Evidence breadth &amp; depth of understanding of the experience and practical application of techniques and skills within a range of Fashion contexts.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B5. Take risks and other speculative processes, making constructive use of results, both successful and unsuccessful, and recognise these as vital to the creative process and ongoing developments in own personal visual language.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C4. Identify, define and produce a body of work that confirms their position as a Fashion professional able to work in a range of creative contexts, thus supporting future working practice in Fashion industries.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D4. Demonstrate autonomous practice through the ability to work on self-initiated tasks and projects, exhibiting the appropriate levels of time-management, self-organisation and independence.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	FASH304 Contexts of Practice 3	<b>Level</b>	6
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module provides students with two pathways. Each pathway supports the development of independent critical thinking and requires them to consider and contextualise their practice by situating it within a wider set of discourses and contexts.</p> <p><b>Pathway One - Written Research Project (WRP)</b> is an opportunity to conduct a substantive piece of independent research, which is focused on an area related to creative practice.</p> <p><b>Pathway Two - Contextual Enquiry Project (CEP)</b> is a practice-led research project with critical commentary, in which students conduct an in-depth inquiry intended to inform and reposition their creative practice.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>• To position students' own practice and/or relevant topic within an appropriate critical -and contextual framework – historical, contemporary and theoretical.</li> <li>• To develop conceptual and critical thinking in relation to practice and to exercise critical judgement.</li> <li>• To develop skills in primary research, critical analysis and evaluation and to synthesise information.</li> <li>• To communicate and articulate ideas in an appropriate format.</li> <li>• To develop awareness of students' own work and subject specialism in relation to other areas of art and design practice.</li> </ul>

<b>4. Indicative content</b>
<p>The module begins with the submission of an initial project proposal at the end of the summer term in level 5 indicating the research theme / pathway. At the start of the term in level 6, students will consolidate this proposal, after discussing it with their contextual research supervisor. Group seminars and discussions will address emerging research themes, reinforce research methodologies and develop a timeline for completion.</p> <p>The delivery of the module is largely by individual project supervision and self-directed study, with students undertaking a consistent and rigorous independent research project with the support and guidance of their project supervisor, who will work with the student to guide and focus the research process.</p>

<b>5. External/Industry links</b>
Visits Site-based / industry / practice-based research Visiting lecturers / practitioners

<b>6. Assessment strategy, assessment methods and relative weightings</b>
<p>Students will engage in a self-directed project that links to their area of creative practice and research interests. The two pathways allow students to shape their research in a way that is appropriate to their creative and professional goals. Students will conduct a rigorous critical inquiry that consults and applies appropriate art, design and media related cultural/critical theory, all of which should be fully and correctly referenced following academic conventions (Harvard style) and with a list of illustrations appropriate to the study.</p> <p>There are two options:</p>

**Pathway one: Written Research Project (WRP)**

1 - A formal illustrated academic body of writing, 5,000 to 6,000 words in length, supported by a reflective journal or blog. Students are required to demonstrate evidence of appropriate research and understanding and the ability to apply appropriate critical analysis. Students should evidence ability to present a coherent argument that addresses key questions, areas of concern, or proposition.

**Pathway two: Contextual Enquiry Project (CEP)**

2 - A practice-led contextual inquiry research project (artefact/outcome), supported by a research document of 3,000 to 4,000 words (or equivalent), which evidences appropriate critical analysis and theoretical underpinning as well as demonstrating considered application of appropriate production skills, supported by reflective journal or blog.

Your tutor will advise you on the most appropriate pathway and agree on an approach to take, via your proposal.

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

Assessment tasks	A3	B3	C5	D7
Written Research Project (critical writing) 5,000 to 6,000 words or Contextual Enquiry Project (critical writing with artefact) 3,000 to 4,000 words	X	X	X	X
Reflective journal/ blog	X	X	X	X

**8. Key reading list**

Author	Year	Title	Publisher	Location
Gaugele, E.,	2014	Aesthetic Politics in Fashion	Sternberg Press	Berlin
Geczy, A., & Karraminas, V.,	2012	Fashion and Art	Bloomsbury	London
Tortora, G. P.,	2015	Dress Fashion and Technology	Bloomsbury	London
Scarbi, G.,	2010	Art Fashion Identity	Damiani	Italy
Barthes, R.,	2010	The fashion System	Vintage Classics	London
Corner, F.,	2014	Why Fashion Matters	Thames and Hudson	London
Rocamora, A., and Smelik, A.,	2015	Thinking Through Fashion	I. D. Taurus	London
Polhemus, T.,	2011	Fashion and anti-fashion	Lulu.com	North Carolina
Bruzzi, S., and Gibson, P.,	2013 (2 <sup>nd</sup> ed)	Fashion Cultures Revisited	Routledge	London

**9. Other indicative sources (e.g. websites)**

<https://www.jstor.org/>  
<http://www.tandfonline.com/loi/ytex20>

**Academic Journals:** Fashion Theory / The Journal of Fashion Practice. (Held in Library).  
 Fashion, Style and Popular Culture - Intellect Inc.

**Fashion Journals:**

Aesthetica, Another Magazine, Another Man, Creative Review, Dazed & Confused, TANK, Drapers Record, Elle, Frieze, Harpers Bazaar, Icon, Selvedge, The Times, The Guardian, The Independent, The Observer, The Daily Telegraph, The Economist, Time Magazine, The Week, View

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A3. Demonstrate their detailed subject knowledge and understanding of the relationship between theory and practice as they interpret, analyse and evaluate critical approaches to their own creative practice.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B3. Maintain ongoing academic and professional development through research and reflective practices of critical analysis &amp; self-evaluation, to inform professional aspirations and career or progression opportunities.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C5. Research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D7. Conduct a rigorous, independent research project that demonstrates written, verbal and visual communication skills through the clear, focused presentation and articulation of ideas and concepts.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>