

# Digital Fashion

## BA (Hons) Digital Fashion

**This programme is no longer recruiting**

<b>Final award</b>	BA (Hons)
<b>Intermediate awards available</b>	BA, Cert HE, Dip HE
<b>Mode of delivery</b>	UEL on campus
<b>UCAS code</b>	W235
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	Art and Design Benchmark Subject Statement
<b>UEL Academic School</b>	Arts and Digital Industries
<b>Date specification last up-dated</b>	June 2014

## The summary - UCAS programme profile

### BANNER BOX:

Digital Fashion provides students with the opportunity to explore the dynamic nature of digital design and communication in fashion, which is viral, app-ified and socially networked. BA Hons Digital Fashion will provide both ‘Generation D’ and digital migrants, with the opportunity to create digital fashion for our digital age.

### ENTRY REQUIREMENTS

Not applicable – programme has been discontinued

### ABOUT THE PROGRAMME

#### What is Digital Fashion?

Fashion has always been defined by the moment – the now – the zeitgeist. The exponential growth of technology is causing a seismic shift in the way it interacts with former craft disciplines. With this shift comes a development in the way we define fashion – which is viral appified and digital, with 3D printed garment catwalks and 360 degree fashion shows. This programme will give you the opportunity to study fashion but without making clothes. Instead, the programme has been designed to reflect the new digital fashion environment by providing you with a wide range of digital and industry required skills, from fashion specification drawings to fashion film and online look books, online media, social networking and interactive marketing and retail experiences, together with the opportunity to understand the design and research processes.

Graduates of BA Digital Fashion will be versatile and highly employable in the rapidly changing, global creative industry.

## Digital Fashion at UEL

You will work in an art and design environment in a building designed specifically for Fashion Textiles, Architecture, Fine Art, Digital Arts and Visual Communication and Visual Theories. In the area of Fashion and Textiles, you will work with students on two other BA programmes: Fashion Design, and Printed Textiles Design.

You will be involved in the following activities with project work:

- Design creativity and design development
- Computer-aided design and Computer-aided manufacturing.
- Trend Prediction and forecasting
- Visual, written and verbal communication techniques
- Brand identity, digital portfolio techniques and professional practice
- Research, analysis, problem-solving and critical reflection
- Project Management

### Programme structure

Level 6
FT6045 Fashion and Textiles Dissertation – Skills Research Module
30 credits
CW1 Illustrated Journal
CW2 Dissertation
FT6520 Final Major Project
60 credits
CW1 Research and Development
CW2 Portfolio
FT6521 Employability
30 credits
CW1 External Project
CW2 Report

## **Shaded box = Skills Curriculum**

### **Learning environment**

BA Digital Fashion is situated in the dedicated building for the School of Arts and Digital Industries (ADI) at the Docklands Campus. The building is home to programmes in Fashion Textiles, Fine Art, Architecture, Graphic Design, Photography, Animation and Illustration. The proximity of this diverse culture of art and design practices will be integral to the learning community and environment of this programme. The programme is centred on individual creative practice and students are expected to be highly motivated and committed to self-direction and learning. All students will be supported by one to one tutorials and group seminars.

### **Critical Evaluations**

These happen at key points of the programme to ensure satisfactory progression of the work. Tutor/s provide formative feedback on a regular basis through studio seminars and group presentations. At the end of each module students receive written summative assessment feedback sheets.

### **Group Forums/Peer Reviews**

Students present their work in a formal setting to other students on the programme and are asked to make a measured judgement on the achievement of the project and the ideas presented by their peers.

### **Seminars**

A seminar is an informal round table discussion with presentation of work and ideas. These seminars are capable of being held in situ or virtually. Students must be prepared for seminars bringing relevant material or having read preparatory texts.

### **Lectures**

Lectures take the form of studio group teaching usually around a particular topic delivered by one or more tutors. Also field trips off campus are research based and form part of the lecture programme.

### **Interdisciplinary Workshops**

Practical demonstrations and hands-on learning take place as well as facilitating your own self initiated projects. These are available in keeping with access and entitlement as well as satisfying Health and Safety requirements.

### **Facilities**

The Fashion & Textiles programmes have large open plan studios designed for a variety of needs and outcomes. The latest computer software is housed in our new Fashion/Textiles Apple Mac CAD Suite. There is Fashion/Textiles CAD suite a specialist Textile print and dye workshop, large garment manufacture workroom, digital output laboratory, and large-scale digital print bureau on campus. Students have access to the Media Production Services, which provides further computer facilities, and the hire of video, audio and photographic

equipment. There are also extensive wood and metal workshops, photographic darkrooms and computer suites. Dedicated technical associates support all these facilities.

### **E-Learning**

BA Digital Fashion is supported by blended learning facilities in the form of the institutional virtual learning environment 'UELPLUS', web 2.0 social and professional networking sites and e-learning tools and technologies.

### **Study visits**

Scheduled field trips within the UK will form an integral part of the contextual dialogue of this programme together with opportunities for collaboration and workshops.

### **Assessment**

All work is assessed regularly: Summative assessment is given at the end of each module formative assessment is given in class and at regular seminars and tutorials, and in the studio environment. Assignments are verified by an External Examiner, double marked and moderated. There are feedback and appraisal mechanisms in place to encourage students to take responsibility for their own learning, reflect on their learning and progression. There are no exams.

### **Project work**

All assignments are Problem based. Projects are either practical, i.e. answering a specific design brief responding to a given problem, (visual with 2D and 3D outcomes) **or** theoretical, i.e. have a written outcome. They are designed to enable and encourage you to develop individual, creative, academic potential and demonstrate individuality, flare and insight in research. There will be opportunities to work in groups to develop and learn skills. Project work is an important part of the module, and contributes fully towards the assessment.

### **Added value**

The Programme is delivered within the School of Arts and Digital Industries (ADI), a dedicated building for Art & Design on the Docklands Campus.

All Academic Staff and Technical Associate support staff working in the school are well connected within the Creative Industry and Education, with some working as practitioners and consultants in both fields.

## **IS THIS THE PROGRAMME FOR ME?**

### **If you are interested in...**

- Communicating ideas visually, verbally and digitally
- Exploring design and creativity
- Developing your knowledge on CAD/CAM
- Exploring the use of digital media in fashion
- Developing your individuality

- Becoming aware of the global fashion industry and how it works
- Being inspired by visual culture
- Developing project management skills and making decisions
- Working within a group or team or on your own

### **If you enjoy...**

- Communicating ideas visually and verbally
- Problem solving
- Being challenged and exploring new ideas
- Exploring the use of digital media in Fashion
- Developing your individuality
- Exploring visual culture and fashion theory
- Developing an awareness of the fashion industry through professional practice
- Realising your creative potential
- Realising your professional goals
- Working within a group or team or on your own

### **If you want...**

- To be part of a challenging and exciting programme, which offers a range of choices and opportunities
- To develop your practical skills alongside the theoretical knowledge
- To be equipped with the right skills to join other practitioners in the fashion industry
- To participate in group or team work, organising events both internally and externally
- To be prepared to meet the future challenges of the fashion and creative industries
- To work in an area that will contribute to the future of fashion
- To be challenged and excited by visual culture and digital media
- To contribute to the fashion environment and the visual media

### **Your future career**

You will have the opportunity to develop your skills and interests, focus on your strengths and recognise your ambitions and goals.

The broad range of destination possibilities includes:

- Digital experience designer
- Fashion graphic designer
- Social media manager
- Communications manager
- Fashion print designer
- Brand consultant
- Stylist
- Illustrator
- Design Co-ordinator
- Public relations / promotion
- Business start up / Entrepreneur
- Events organisation
- Futurist

### **How we support you**

The University provides a comprehensive range of support services for students which includes: residential / student finance advice / careers advice / study skills development / IT learning resources. The programme provides strong personal tutor guidance and professional advice related to the practice and area in general. Visiting designers, researchers, and professionals will visit the programme regularly, and study trips to working environments are important components. There are modules in research methods and practice, and an employability module in level 2. You will have the opportunity to enter national and international competitions sometimes as part of the programme, and sometimes as extra to the curriculum.

### **Bonus factors**

The East London environment offers excellent access to galleries, libraries, museums and art collections, shops and retail. The proximity to a wide range of creative industries enables regular visits from industry professionals from all subject disciplines. Trips are organised regularly to specific and relevant points of interest in London and beyond.

## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- Explore creativity in Digital Fashion
- Discover and develop digital design skills
- Introduce a range of visual, verbal and digital communication skills
- Develop your professional practice
- Enhance your personal and professional profile
- Examine contemporary contexts and meanings in fashion, theory and visual culture and digital communication
- Realise your creative potential
- Prepare for a successful career in the global creative industry

#### **What will you learn?**

##### **Knowledge**

- Utilise and develop appropriate research methods in order to facilitate idea generation and refine creative concepts relevant to fashion.
- Gather, develop and refine appropriate research methods in order to facilitate idea generation and refine creative concepts relevant to Fashion.
- Analyse and critique significant developments/phenomena within fields of art and design that reflect information from provided learning resources and external resources, both primary and secondary.
- Reference and build upon appropriate academic integrity, avoiding plagiarism and/or collusion and/or other forms of academic misconduct, by use of citation and reference as appropriate for the degree subject, using their own academic voice.

- Develop, refine and reflect upon technical methods in order to facilitate idea generation and develop technical exemplars relevant to Digital Fashion to mirror professional standards.
- Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.

### **Thinking skills**

- Articulate, reflect and develop a range of ideas using appropriate spoken, recorded and written English, demonstrating understanding of academic writing conventions and styles as specific to the subject discipline.
- Analyse, interpret and refine research; design idea generation and technical realisation in order to contextualise their own working process within a specific market connected to contemporary Fashion.
- Communicate, convey, critique and reflect upon ideas professionally within and thereafter tutor led, group led and assessed activities.
- Critique and draw influence from the connections between designers, markets, trends and consumers in order to develop the relevance of your work to the contemporary Digital Fashion industry in regards to your own career projection.

### **Subject-Based Practical skills**

- Innovate through and refine contemporary modes of presentation relevant to professional portfolio examples of practice in order to advance their own knowledge and application of graphic layout and visual narrative.
- Draft, construct and communicate effectively, innovate, technically sound exemplars of work relating to the development of Digital Fashion to a professional standard.
- Use and critique relevant computer skills to meet accepted conventions in written and visual communication.
- Produce successful modes of technical illustration as instruction that communicate and convey design ideas to a specific professional standard within a highlighted market sector.

### **Skills for life and work (general skills)**

- Rely upon their own strengths, needs and negotiation skills in order to facilitate dialogue between peers, tutors or/and industry partners.
- Remain motivated and self directed in order to meet clear deadlines, with regards to the presentation and submission of work for allocated feedback and assessment.
- Interact effectively via external/internal collaboration and collective endeavour in order to improve their studies.
- Show evidence of managing their time effectively

## **Structure**

### **The programme structure**

#### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 equivalent in standard to the third year of a full-time undergraduate degree programme
- M equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this programme is 360 credits.

### **Typical duration**

The expected duration of this programme is three years full-time or five years part-time.

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period. A student cannot normally continue study on a programme after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a programme in part time mode is 8 years from first enrolment.

### **How the teaching year is divided**

The teaching year begins in September and ends in June but some programmes also allow students to join at the start of Semester B, in February.

A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 80 credits in any academic year.

### **What you will study when**

A student registered in a full-time attendance mode will take 120 credits per year. Typically this will be comprised of four 30 credit modules. The exact number may differ if the programme is comprised of 15, 45 or 60 credits modules. An honours degree student will complete modules totalling 120 credits at level four, modules totalling 120 credits at level five and modules totalling 120 credits at level six.

<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Distance learning Y/N</b>	<b>Credits</b>	<b>Status*</b>
6	FT6045	Fashion and Textiles Dissertation	N	30	Core



6	FT6620	Final Major Project	N	60	Core
6	FT6521	Employability	N	30	Core

*\*Please Note – A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.*

### Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level four or higher

### Degree Classification

Where a student is eligible for an Honours degree by passing a valid combination of module to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating;

The arithmetic mean of the best 90 credits at level 6	x0.8	+	The arithmetic mean of the next best 90 credits at levels 5 and/or 6	x0.2
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and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

## **Teaching, learning and assessment**

### **Teaching and learning**

#### **Knowledge is developed through**

- Practically based design projects developing the key skills (research, design, recording information, exhibiting and presenting work)
- Lectures, seminars and practical demonstrations
- Live client project work and visiting professionals

#### **Thinking skills are developed through**

- Research both primary and secondary, quantitative and qualitative
- Essays, reports and action plans
- Formulations of judgements with presentations and exhibitions
- Self directed study

#### **Practical skills are developed through**

- Working with academic, visiting and support staff
- New technologies, CAD digital media, digital fabric printing, photography and digital imagery
- Competitions, national and international

#### **Skills for life and work (general skills) are developed through**

- Presentations, individually and in groups
- Industrial placement, working with professionals as part of a team
- Working in teams and group situations in project and assignment work

### **Assessment**

The criteria by which all modules are assessed in Fashion and Textiles are:

- Enquiry and use of sources
- Knowledge and understanding of subject matter
- Critical judgement and analytical ability
- Visual communication
- Written Communication
- Oral Communication
- Technical skills
- Creativity
- Team working

### **Creativity**

The aim is to celebrate and reward independence of thought and innovation. Measurements of

such qualities should be qualified by an awareness and appreciation of standard norms of practice and precedents. Examples of creative work might include the ability to identify and solve problems, to think and act flexibly and to respond and react positively to changing situations.

### **Knowledge is assessed by**

- Coursework portfolio, reports, evaluations, reviews, reflections in journals and at critical presentations (Crits)
- Exercises undertaken in seminar and workshop sessions
- Written essays

### **Thinking skills are assessed by**

- Coursework in a range of informing material and visual referencing (development work), iterative and written material; project reports, evaluations, reviews, modes of writing (self-reflective writing and essays) presentations
- Exercises undertaken in seminar and workshop sessions

### **Practical skills are assessed by**

- Practical projects and reflections on production process
- Assignments demonstrating the ability to use software and hardware to produce end product/products
- Demonstrating discrete competencies in a number of workshop exercises

### **Skills for life and work (general skills) are assessed by**

- Ability to understand and meet requirements of the module specification
- Quality of written work in assignments
- Strict assignment deadlines
- Involvement in and contribution to, group project work

## **How we assure the quality of this programme**

### **Before this programme started**

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Module on-line evaluations
- Student representation on programme committees (meeting 3 times a year)
- Student representation on school board (meeting 3 times a year)
- Student/Staff consultative committee (meeting 3 times a year)

Students are notified of the action taken through:

- Circulating minutes of the programme committee
- Circulating minutes of the school board
- Providing details on the programme on UEL Plus

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Annual student satisfaction questionnaire
- Discourse with visiting practitioners
- Feedback from exhibitions

## **Further Information**

### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (<http://www.uel.ac.uk/qa/policies/manual/>)