



# MCAST

Malta College of Arts, Science & Technology

MQF Level 6

CA6-A1-20

MCAST Bachelor of Arts (Hons) in Fashion

## Course Description

This degree aims to respond to the demand of fashion professionals within the fashion industry, including fashion, and possibly costume, design and production retail and marketing. Learners will have the opportunity to specialize in the wide spectrum of the fashion specialist areas. This course will be supported with contextual studies to understand how fashion designers inspire their creativity from epic eras of fashion.

The course provides learners with specialist skills to create patterns using traditional techniques, as well as modern software to develop CAD/CAM within the fashion production process on small and mass production scales. Moreover, the course offers specialist units addressing the retail and marketing content to equip learners with the necessary skills for industry needs. The course is targeted towards both individuals who wish to set up their own firm with the required entrepreneurial skills, and those who wish to progress in the vast fashion business.

At the end of the course, learners will present a portfolio of work and dissertation in their preferred area.

## Programme Learning Outcomes

**At the end of the programme the student is able to:**

1. *Understand the requirements of the fashion industry, including retail and production.*
2. *Practice the production process from designing, to finishing actual fashion collections.*
3. *Identify the role of good customer service, fashion marketing and merchandising.*
4. *Prepare to be competent in the creative industry of fashion.*

## **Entry Requirements**

- City and Guilds Advanced Certificate in Tailoring
- or
- 2 A-Level passes and 2 I-Level Passes Compulsory A-Level: Art, or Graphical Communication, or Engineering Drawing, or Physics
- or
- MCAST Advanced Diploma in Fashion and Retail, with minimum 60% average
- or

- MCAST Advanced Diploma in Art and Design with a textiles major project and a minimum 60% average

## **Current Approved Programme Structure**

<b>Unit Code</b>	<b>Unit Title</b>	<b>ECTS</b>	<b>Year</b>
CAFHN-506-1900	Fashion Drawing	6	1
CAFHN-506-1901	Pattern Drafting I	6	1
CAFHN-506-1902	Fashion Promotion and Marketing	6	1
CAFHN-506-1903	Textile Studies and Technology	6	1
CAFHN-506-1904	Idea Generation and Development in Fashion Design	6	1
CAFHN-506-1905	Visual Communication and Illustration for Fashion	6	1
CDWBL-506-1901	Work Based Learning I	6	1
CAFHN-506-1906	Fashion Retail and Merchandising I	6	1
CAFHN-506-1907	Contextual Studies in Fashion I	6	1
CDKSK-503-1907	English I	3	1
CDKSK-503-1905	Critical Thinking I	3	1
CAFHN-506-1908	Pattern Drafting II	6	2
CAART-506-1515	Critical Studies and Research Methods	6	2
CAFHN-506-1909	CAD/CAM in Fashion Industry	6	2
CAFHN-506-1910	Pattern Drafting III	6	2
CAFHN-506-1911	Retail Fashion and Merchandising II	6	2
CDWBL-506-1902	Work Based Learning II	6	2
CAFHN-506-1912	Fashion Accessories	6	2
CAFHN-506-1913	Contextual Studies in Fashion II	6	2
CDKSK-604-1909	Entrepreneurship	4	2
CDKSK-602-1910	Intra and Interpersonal Skills	2	2
CDKSK-503-1906	Critical Thinking II	3	2
CDKSK-503-1908	English II	3	2
CAFHN-606-1914	Fashion Theory	6	3
CAART-606-1524	Law and Ethics	6	3
CAFHN-606-1915	Innovative Practices in Fashion	6	3
CAFHN-606-1916	Concept Design in Fashion	6	3
CAFHN-606-1917	Research and Creative Development	6	3
CAFHN-606-1918	Fashion Retail and Merchandising III	6	3
CAART-606-1524	Personal Styles and Self Promotion	6	3
CAFHN-606-1919	Major Project	6	3
CADIS-612-1501	Dissertation	12	3
<b>Total ECTS</b>		<b>180</b>	/

## Unit: CAFHN-506-1900 Fashion Drawing

Credits: 6

MQF: Level 6

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### Unit description

This unit is designed to support learners to develop their observational drawing skills and their ability to draw the figure and related subjects for fashion design purposes. Learners will explore figure/contouring/gestural drawing, analytical drawing techniques and the exploration of a wide range of media. They will study and observe both primary and secondary sources. The topics covered in this unit assume some previous experience of drawing from observation.

Learners will be encouraged to experiment with different approaches to drawing and the use of drawing media and techniques. They will use drawing to explore ideas, suggest and capture a feel or a style, as well as to gather information about subjects that concern current trends and approaches. Drawing will also help them to present their work through a professional and dynamic visual language.

Learners should discover a personal approach to drawing and consequently they will be able to communicate an innovative visual identity through the completion of a consistent body of work. Learners will be required to establish their personal aims to progress, the technical means required to achieve them and to evaluate the success of their approach both during the project as well as after completion.

## Learning Outcomes

Upon completing the unit, learners should be able to:

1. Interpret a variety of drawing and illustration styles as well as media and visual communication methods and techniques.
2. Produce observational drawings which demonstrate a comprehensive understanding of proportion, scale, structure, form and texture.
3. Explore innovatively a variety of drawing techniques and media in response to a given brief/subject.
4. Evaluate observational drawings against norms and criteria in the fashion industry.

## Unit: CAFHN-506-1901 Pattern Drafting I

Credits: 6

MQF: Level 6

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### Unit description

This unit is part of a sequence of units designed to equip learners with the necessary expertise in pattern drafting. Moreover, learners will learn the technical terminology used to communicate across the entire production system addressing various business types from bespoke fashion activities to mass production activities.

The unit is designed to equip learners with the technical skills in basic pattern construction. It is of great importance that a fashion designer within the industry, masters pattern drafting and construction in fashion design to be able to translate pattern details for the cutting and assembling processes in garment production. Guided lessons will provide learners the necessary skills and understanding emphasising the importance in precision when drafting and constructing block patterns.

This unit will focus on the theory and drafting practices of skirts and trousers (leg garments) highlighting the correct terminology used in pattern drafting. This is important to help any fashion designer communicate better within the sewing department. Proficiency in communicating pattern details and markings is essential throughout the fashion creation and production process. Technical terms such as notches, balance marks, darts, waistband, pleats etc. will be a common language between designer, pattern makers and assembly department to optimize communication in the fashion design and production process.

The unit encourages learners to manipulate block patterns and create patterns for various styles of skirts and trousers. Furthermore, learners will produce prototypes using the patterns created. This unit will equip learners with competent pattern drafting skills to be applied in CAD in future units.

### Learning Outcomes

On completion of this unit the learner will be able to:

1. Use the technical terminology of fashion pattern drafting correctly.

2. *Create block patterns including balance marks and construction details while drafting fashion patterns.*
3. *Manipulate fashion patterns to obtain style variations.*
4. *Translate patterns into applied fashion prototypes.*

## Unit: CAFHN-506-1902 Fashion Promotion and Marketing

Credits: 6

MQF: Level 6

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### Unit description

The unit objective is to teach learners the importance of general market concepts. Firstly, learners will learn main keywords of marketing and what are the purposes of studying marketing. The fashion industry is very competitive, fast and demanding, promotion strategies are imperative to succeed in such a rapid market. Learners will need to learn about the European and global value of the fashion industry as some learners may have not yet been familiar with the subject matter.

Learners will be requested to identify the current market targets and give an overview of strategies to promote a brand. Learners must research various methods / strategies to understand the needs of consumers and address the target market. Learners must also give importance to branding strategies and analyse how other companies are promoting their products. Marketing departments are divided into sectors and the learner is expected to study the roles of each department in order to understand the whole strategy and use design tools to analyse possible methods of marketing.

Marketing concepts are important to understand also the roles and responsibilities of product management, fashion promotion and fashion distribution, fashion product positioning and pricing. Marketing must also consider ethical issues in fashion and other social impacts. Most importantly learners must become aware of the impact of social media and e-commerce to address their impact on marketing.

### Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Understand the concept of marketing in relation to products and the fashion market.*
2. *Present examples of different brands and branding methods of the fashion industry.*
3. *Identify the consumer and the influence of consumer expectations and needs on marketing strategies in fashion.*
4. *Evaluate the methods of marketing used by a fashion company.*

## Unit: CAFHN-506-1903 Textiles Studies and Technology

**Credits: 6**

**MQF: Level 6**

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### Unit description

The aim of this unit is to provide learners with further knowledge and understand textile properties, characteristics and construction. Learners will broaden their knowledge in textile materials and have a clear understanding of the full process and construction of the fabric from a yarn.

Furthermore, they will gain an understanding of fabric construction both as composition and of potential chemicals used. This is important for the fashion designer to perceive the fabrics' movement when it comes to selecting the fabrics for fashion design. This will help any designer to understand the classification of the fabric when it comes to buying fabric for any project.

Learners will be encouraged to explore further the development in studies of smart fibres used in the fashion industry and further areas such as communications, space, surgery etc. Learners will be expected to explore and possibly experiment with different materials and develop innovative outcomes for further developments. Learners are expected to explore and possibly experiment with different materials and develop innovative outcomes for further developments. Learners will be assisted with scientific information and literature on the subject matter.

This unit will give learners the opportunity to broaden their knowledge of yarns and fabrics which will support them in other creative units and open various contingencies to work in different sectors.

## Learning Outcomes

**Upon completing the unit, learners should be able to:**

1. *Understand the composition of fibres and fabric construction and properties.*
2. *Understand the finishing techniques used in the fashion industry.*
3. *Understand smart and innovative textiles in the fashion industry.*
4. *Explain innovative future trends in the textile industry.*

# Unit: CAFHN-506-1904 Idea Generation and Development in Fashion Design

**Credits: 6**

**MQF: Level 6**

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## Unit description

This unit challenges learners' creativity and ability to use different sources of inspiration to develop their ideas. The main aim is to inspire artists to master their judgements when it comes to creative ideas. Learners need to expand their potentials and explore various methods of idea generation to determine and reach conclusions for creative fashion collections.

The building of concepts and ideas is the basis for a strong design project and giving the nature of fashion, in an ever evolving fast moving industry, it is of utmost importance that learners are aware and updated with contemporary situations and trends. Through being informed, the learners will be able to formulate intelligent concepts and contemporary ideas in response to budding trends.

These responses will then be developed and translated into designs and later garments or other fashion items.

This unit will equip learners with the ability to identify areas of interest, beyond the world of fashion and nurture an idea from raw research. The learners will also be introduced to various fashion markets, brands, labels and the idea of a target market. This will enable the learners to start finding their niche area in the vast world of fashion. At the end of this unit, learners will present a portfolio to communicate their area of specialization in fashion and possibly address a target market.

## Learning Outcomes

Upon completing the unit, learners should be able to:

*LO1. Use research methods to effectively generate ideas within a fashion context.*

*LO2. Apply various idea generation techniques within a fashion context.*

*LO3. Illustrate fashion ideas generated through 2D and 3D visualizing techniques.*

*LO4. Evaluate effectiveness of ideas and concepts related to fashion through the feedback of an audience.*

## Unit: CAFHN-506-1905 Visual Communication and Illustration for Fashion

**Credits: 6**

**MQF: Level 6**

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### Unit description

In this unit, learners will investigate and familiarise themselves with the importance and essential need of visual communication skills and the language of design.

Learners will be exposed to various methods of fashion communication such as visual merchandising, styling, graphic design, display and exhibit design, and self-promotion.

Learners will explore initial concept ideas, investigate materials, techniques and processes through practical experimentation to represent mood, concept, silhouette as well as the properties and characteristics of textiles materials. It is suggested that these ideas could derive from previous or concurrent concept development and design units.

Learners will gain experience in creating 'Line Ups' and 'Range Plans'. They will also visually communicate findings through illustrations using both traditional and computer aided imagery and software. This will require a level of competence in practical studio and workshop.

Learners will also explore the technical drawing of garments (Technical Flats) both by hand and later applied to the Adobe Illustrator programme. They will be familiarised with the pen weights and illustrator tools needed to create 'technical flats' that will be placed on 'Spec sheets' and which are the international language between designer and manufacturer around the globe. Alongside this more technical part of the project, the learners will be taught various illustration skills and techniques (traditional, contemporary and digital) which will bring mood and life to the designs proposed.

This unit aims to give learners the opportunity to acquire knowledge and understanding of the way visual media and the formal visual elements of line, space, shape, form, colour, value and texture can be manipulated to communicate ideas. The skills and knowledge gained through this unit will enable learners to compile portfolio work where they will be encouraged to be innovative and professional in their presentation.

## Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Evaluate visual communication techniques and methods for fashion.*
2. *Analyse works of designers, illustrators and artists to identify the various forms of visual communication in fashion.*
3. *Use media and materials related to fashion in 2D form.*
4. *Present creative concepts, ideas and finalized works to an audience.*

## Unit: CAFHN-506-1906 Fashion Retail and Merchandising I

**Credits: 6**

**MQF: Level 6**

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### Unit description

This unit presents learners with the generic understanding of retail and merchandising between the fashion manufacturer and the consumer in the retail supply chain. Learners will explore the different roles of the retailer according to their specific establishments (or retail types), and how they make decisions to retain shoppers recurring to their stores or services.

Learners will investigate the importance of branding in a company, how to reach consumers and uphold the relation between brand and client satisfaction. Case studies can help learners to understand better the psychology of the brand and consumer relations. This will engage learners in exploring different merchandising strategies highlighting the different roles of the retailer whether they are selling to wholesalers or to the end consumer.

The unit also gives learners the opportunity to understand the difference between the retailer and retailing. Learners will investigate how client satisfaction is perceived when receiving the end product from one and/or the other.

Learners will also investigate the different trends in retailing such as E-commerce and concept stores. What the challenges are to maintain sales and profit within the global competitiveness and possibly exploring new challenges to drive the market sector.

### Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Understand the difference between fashion retailer and fashion retailing.*
2. *Illustrate the structure of the fashion retail industry.*
3. *Present different concepts of fashion retail through case studies.*
4. *Explain the concept of e-commerce in fashion retail and merchandising.*

## Unit: CAFHN-506-1907 Contextual Studies in Fashion I

**Credits: 6**

**MQF: Level 6**

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### Unit description

This unit traces the development of Western costume and fashion, from pre-historic times to the end of the 18<sup>th</sup> Century. Against this background, learners will delve into the study of fashion and costume as a social and cultural phenomenon. While exploring the context for each historical period, learners will focus on major developments in historical dress and fashion design, including related accessories like footwear, headwear and various forms of surface embellishment. They will also appreciate how fashion trends are affected by technology, politics, values, tastes and more.

Apart from theory-based lectures, learners will have the opportunity to visit a local collection of historic costume to gain first-hand knowledge about period dress, such as the techniques and materials used. They will also be able to place local styles within the larger picture of European fashion.

Contemporary designers often use historical examples as sources of inspiration in their work. By understanding how periodic costume influenced their creations, learners will be able to appreciate the importance of historic costume as a source of inspiration for their own future practice.

Learners will be expected to explore various aspects of historical costume and fashion through further reading and research. They will be encouraged to form their own opinions, based on research and observations, and will be expected to interpret and present their findings in an independent formal essay and / or presentation.

### Learning Outcomes

**Upon completing the unit, learners should be able to:**

1. *Demonstrate detailed knowledge of historical fashion within its context, from pre-history to the end of the 18<sup>th</sup> Century;*
2. *Conduct in-depth, independent research about historical costume/fashion and its context, using primary and secondary sources;*
3. *Analyse historical influences on contemporary fashion designers' work;*

4. *Present the findings of research conducted, together with own interpretations and conclusions, verbally and/or in writing and /or as a project.*

## Unit: CAFHN-506-1913 Contextual Studies in Fashion II

**Credits: 6**

**MQF: Level 6**

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### Unit description

This unit explores the varying contexts that have shaped fashion trends from the 1800's to today. The unit investigates the underlying connection that links various aspects of fashion such as culture, history, function, economy, personal taste, peer demands, availability, practicality, aesthetics and esoteric trends.

Fashion trends vary across the ages, societies and cultures, and these trends are determined by the choices that individuals make as part of their everyday life. The roots of these choices lie in the differences found in fashion culture, fashion technology and fashion design.

- Fashion culture is shaped by historical developments, trends and varying designs.
- Fashion technology relates to the varying textiles and materials and the technical skills applied to them.
- Fashion design relates to the design process and visual literacy presented by the different designers and trends.

The unit addresses the developments of the last two hundred and twenty years of fashion. It traces the developments in fashion from the Industrial Revolution and early 20<sup>th</sup> century mass production and the emerging consumerist culture; through to the more complex contemporary global fashion industry of the 21<sup>st</sup> century.

Learners will trace varying social debates that are constantly changing the outlook on fashion design from the traditional pre 19<sup>th</sup> century understanding of fashion to the more recent human centred, social sensitive and sustainable trends. The unit explores fashion trends ranging from high end haute couture and bespoke tailoring, to the mainstream mass markets ready to wear items and accessories.

Learning outcomes:

**Upon completing the unit, learners should be able to:**

1. *Understand the historical and contemporary contexts that underpin fashion trends between 1800 and the 21<sup>st</sup> century;*
2. *Communicate one's observations and conclusions through written, oral and digital presentation;*
3. *Identify the design techniques employed by contemporary designers;*
4. *Undertake further research on a given theme using a variety of primary and secondary sources.*

## Unit: CAFHN-506-1908 Pattern Drafting II

Credits: 6

MQF: Level 6

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### Unit description

This unit intensifies the importance of accurate pattern construction. Tutors will provide learners the necessary demonstration of pattern construction including pattern drafting, cutting, modelling, toile modelling and grading. Special attention will be given to the block bodice, where learners will assume responsibilities to design and construct complex details such as various necklines, darts, fitting lines and seams.

Assignments for this unit will allow learners to acquire the necessary skills to create their own designs and assume more complex cutting and construction techniques as well as manufacturing techniques. This process will give the students the responsibility to judge their own creations from pattern creation through to completion.

Learners will learn the importance of the body proportions to be able to design lines and seams such as necklines boat, vee, square, round, heart and other asymmetric necklines.

Other important features include bust cut, princess line, corsets, and other complex bodice shapes. Learners will be required to produce a mini collection of samples of different bodices with different cuts, lines and seams.

Finally, learners will learn the grading process to be able to vary sizes from the main patterns.

### Learning Outcomes

On completion of this unit the learner will be able to:

1. *Create patterns for the bodice, including various fashion design details while drafting.*
2. *Use specialist processes to assemble while drafting fashion pattern pieces into complete samples.*
3. *Apply different styles, cuts and lines in fashion patterns.*
4. *Evaluate patterns and production of own fashion designs.*

## Unit: CAART-506-1515 Critical Studies and Research Methods

**Credits: 6**

**MQF: Level 6**

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### Unit description

The unit is intended for use in a range of creative arts programmes and has both theoretical and practical outcomes in the form of personal research activity and the production of a proposal for a degree year dissertation.

The unit provides an overview of research theory and methodology, including primary, secondary, qualitative, and quantitative and practice led research methods. In addition to providing practical instruction on writing research proposals.

This unit also provide the learners with skills to critically analyse research findings and also see the differences between descriptive and critical writing as well as the accepted academic formats for writing essays, papers and reports using accepted academic referencing and citation systems.

In this unit, based upon lectures which present relevant content related to the creative arts theoretical contexts, learners will prepare and undertake practical activity in the preparation of a proposal for a vocationally relevant research study. Which will comprise of a planned literature review and the use of vocationally relevant methods to undertake primary research.

Learners will also undertake critical analysis of research findings and prepare written work to an accepted academic format using accepted citation and referencing. The work of the unit culminates in learners undertaking an individual self-evaluation of the effectiveness of their research processes and activity.

### Learning Outcomes

On completion of this unit the student will be able to:

1. *Organize the research gathered using research theory, methodology and practice led research for a potential dissertation topic*
2. *Analyse critically the findings from own research and present it in an appropriate format.*
3. *Produce in given format the research proposals in academic writing style using accepted academic referencing and citation systems.*
4. *Present orally and in writing the final proposal for a vocationally relevant research study within own area of interest in the creative arts.*

## Unit: CAFHN-506-1909 CAD/CAM in Fashion Industry

**Credits: 6**

**MQF: Level 6**

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### Unit description

This unit supports learners in the study of multiple computer aided tools and enables them to demonstrate their knowledge and skills in fashion and textile design throughout the complete process of the creative application of idea generation and development through to the production processes including the planning and cutting phases.

In textile and fashion industry, CAD (computer aided design) software technology facilitates the creation of clothing. Designs can be manipulated and given different colour and style detail options faster. CAD in the fashion industry is today considered as an important investment and contribution to the design process. The software is linked to CAM (computer aided manufacturing) programs which assists the production process.

Learners will be introduced to CAD/CAM industry specific software to aid them in the development of creative designs and colour combinations leading to more professional and globally communicable outcomes. Learners will be expected to use CAD/CAM software and understand how this technology is linked to enhance fashion design work and how this is applied in the manufacturing process. Learners will be trained for the competitive and commercial aspects of fashion, and will be prepared to cater for the rapidly changing mood of the consumer both nationally and internationally.

This unit will focus on the various phases of the design to production process, focusing on the utilization of various programs and software depending on the phase of the process. CAD software for digital image manipulation, and technical flat creation will be applied, and later CAM software to aid the production of lay plans and pattern cutting and other important communication tools across the industrial production process will be made to use.

## Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Recognise the use and potential of CAD and CAM software for production and collection in fashion design and in industry.*
2. *Use CAD/ CAM software in a design project to produce appropriate fashion technical flats and pattern lay plans for cutting and assembling, in preparation for the manufacturing process.*
3. *Present digitally created fashion work using CAD/CAM software, including design and production details.*
4. *Evaluate the use of CAD/CAM software programmes in facilitating the fashion design and production processes.*

## Unit: CAFHN-506-1910 Pattern Drafting III

**Credits: 6**

**MQF: Level 6**

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### Unit description

This unit requires demonstration and practical application to provide learners the technical understanding in the principles of block construction and style manipulation in pattern drafting. Learners will develop the basic principles of block pattern drafting, which was learnt in prior units, into dress and coats styles. This will require accurate and professional solutions and written instructions for technical support.

Learners will be given the opportunity to develop accurate measuring, marking, and cutting skills to develop block patterns to create full-scale patterns. Learners will be taught how to grade the master pattern into smaller and larger sizes. Learners will also learn the main pattern features to conduct styling of darts, cuts, pocket position, single, and double-breasted coat openings, and other stylish details.

This unit should encourage learners to learn / research information on specific styles and apply complex style manipulations. Learners will look at princess line, wrap over symmetric and asymmetrical styles. They will be familiarised and learn how to create patterns for various coat styles including: Inverness, trench, duffle.

There will also be a focus on sleeve styles such as: raglan, Magyar, Kimono as well as cap styles.

Guided lessons will help learners understand and gain experience in different style details of the garments mentioned above. At the end of this unit, learners are expected to gain the necessary expertise.

### Learning Outcomes

On completion of this unit the learner will be able to:

1. *Create basic block patterns for dress, coat and sleeve;*
2. *Manipulate patterns to create different styles of garments;*
3. *Produce full size patterns from working drawings observing line, cut, proportion and balance;*
4. *Grade master patterns to stipulated size variations.*

## Unit: CAFHN-506-1911 Retail Fashion and Merchandising II

Credits: 6

MQF: Level 6

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### Unit description

This unit builds upon Fashion Retail and Merchandising I. Learners will investigate the importance of fashion branding and will understand how fashion brands are built. Learners will analyse decisions made by brands with regards to visual merchandising and will understand what visual merchandising entails and how important visual merchandising is for a fashion brand.

Some brands consolidate their reputation by supporting good cause in society. This psychology encourages consumers to believe that they too are contributing towards the same good cause when purchasing from the said brand. Therefore, this unit will also focus on CSR (corporate social responsibility) and ethics in fashion, which nowadays is becoming more important for consumers. Consumers want transparency and want to become more aware of how their fashion is produced.

Furthermore, learners are expected to investigate methods to develop new strategies to increase added value to the company.

## Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Understand branding for fashion brands;*
2. *Identify various aspects of customer/retail experience and visual merchandising in fashion;*
3. *Present concepts of visual merchandising in fashion retail;*
4. *Discuss the importance of corporate social responsibility (CSR) and ethics for retailers.*

## Unit: CAFHN-506-1912 Fashion Accessories

**Credits: 6**

**MQF: Level 6**

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### Unit Description

This unit is designed to support learners to develop their design skills and their ability to produce fashion jewellery, body ornament and accessories. Learners are encouraged to delve into the aesthetic, contextual and commercial value of fashion accessories, body ornament and jewellery making.

Learners will learn how to use different studio techniques through a comprehensive exploration of media; depending on their design objectives. They are also instructed to follow safety measures and producers while working in the workshop.

Learners will be encouraged to experiment with a wide range of conventional and unconventional media, methods and processes to be able to generate innovative ideas and suggest a concept or a style. They are encouraged to gather information about subjects that concern personal interests and currents trends that can inform their practical work.

Learners should find a personal approach to their design development and consequently will be able to communicate an innovative visual identity through the completion of a dynamic and comprehensive body of work. Learners will be required to evaluate the strengths and weaknesses of their work both in the process as well as after completion.

### Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Understand the aesthetical, physical, purposes and historical elements of jewellery and accessories.*
2. *Produce jewellery and accessories which demonstrate innovative ideas and a comprehensive understanding of selected media, methods and processes.*
3. *Apply a variety of methods and practices in response to a given brief/subject completely.*
4. *Evaluate jewellery and accessories against norms and criteria in the fashion industry.*

## Unit: CAFHN-506-1913 Contextual Studies in Fashion II

**Credits: 6**

**MQF: Level 6**

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### Unit description

This unit explores the varying contexts that have shaped fashion trends from the 1800's to today. The unit investigates the underlying connection that links various aspects of fashion such as culture, history, function, economy, personal taste, peer demands, availability, practicality, aesthetics and esoteric trends.

Fashion trends vary across the ages, societies and cultures, and these trends are determined by the choices that individuals make as part of their everyday life. The roots of these choices lie in the differences found in fashion culture, fashion technology and fashion design.

- Fashion culture is shaped by historical developments, trends and varying designs.
- Fashion technology relates to the varying textiles and materials and the technical skills applied to them.
- Fashion design relates to the design process and visual literacy presented by the different designers and trends.

The unit addresses the developments of the last two hundred and twenty years of fashion. It traces the developments in fashion from the Industrial Revolution and early 20<sup>th</sup> century mass production and the emerging consumerist culture; through to the more complex contemporary global fashion industry of the 21<sup>st</sup> century.

Learners will trace varying social debates that are constantly changing the outlook on fashion design from the traditional pre 19<sup>th</sup> century understanding of fashion to the more recent human centred, social sensitive and sustainable trends. The unit explores fashion trends ranging from high end haute couture and bespoke tailoring, to the mainstream mass markets ready to wear items and accessories.

Learning outcomes:

**Upon completing the unit, learners should be able to:**

1. *Understand the historical and contemporary contexts that underpin fashion trends between 1800 and the 21<sup>st</sup> century;*
2. *Communicate one's observations and conclusions through written, oral and digital presentation;*
3. *Identify the design techniques employed by contemporary designers;*
4. *Undertake further research on a given theme using a variety of primary and secondary sources.*

## Unit: CAART-606-1524 Law and Ethics

**Credits: 6**

**MQF: Level 6**

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### Unit description

In this unit learners will have a first approach to law and ethics and to their applications to art and communication.

They will have the opportunity to have a sight of what is law, what are juridical systems, how to compare them and what are their historical roots. They will be guided into juridical concepts like “rule of law”, “right” and “source”.

They will then apply the juridical approach to their activity. They will learn how their activity can be labelled from a juridical point of view, then work on the right of expression and its juridical and factual limitations. Then they will work on copyright and defamation.

In addition to this, learners will have the occasion to approach ethics. They will work on some ethical concepts like “good” and “bad”, “right” and “wrong” as well as approach some ethical systems. Thus learners will realize how one can know or decide that something is good or bad and focus on some contemporary ethical issues.

Moreover, learners will also apply the ethical approach to their activity. They will explore their personal ethical system and discover their inner values, working on them and also on the influence that ego and emotions have on them. Finally, learners will then identify possible ethical issues in their activity and in team working.

### Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand what is a juridical point of view in relation to work in the different sectors of the creative arts*
2. *Understand the definition of an ethical point of view in relation to various areas of the creative arts.*
3. *Identify possible juridical problems related to own area in creative media*
4. *Choose which ethical approach to use in relation to own creative media area*

## Unit: CAFHN-606-1918 Fashion Retail and Merchandising III

**Credits: 6**

**MQF: Level 6**

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### Unit description

This unit builds upon Fashion Retail and Merchandising I. Learners will investigate the importance of fashion branding and will understand how fashion brands are built. Learners will analyse decisions made by brands with regards to visual merchandising and will understand what visual merchandising entails and how important visual merchandising is for a fashion brand.

Some brands consolidate their reputation by supporting good cause in society. This psychology encourages consumer to believe that they too are contributing towards the same good cause when purchasing from the said brand. Therefore, this unit will also focus on CSR (corporate social responsibility) and ethics in fashion, which nowadays is becoming more important for consumers. Consumers want transparency and want to become more aware on how their fashion is produced.

Furthermore, learners are expected to investigate methods to develop new strategies to increase added value to the company.

### Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Understand branding for fashion brands;*
2. *Identify various aspects of customer/retail experience and visual merchandising in fashion;*
3. *Present concepts of visual merchandising in fashion retail;*
4. *Discuss the importance of corporate social responsibility (CSR) and ethics for retailers.*

## Unit: CAART-606-1524 Personal Styles and Self Promotion

**Credits: 6**

**MQF: Level 6**

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### Unit description

Understanding personal style and developing a self-promoting image is fundamental to anyone who aspires to work in the creative arts sector. It is easy to rest in the safety of a familiar style and such a unit will inspire learners to push their boundaries, leave their comfort zone and develop new styles of work with a range of different media, then use these to design a campaign of self-promotion across a range of platforms.

This is a practical unit that enables learners to explore a personal response to different styles using a wide range of media in a wide range of outcomes that culminate in a body of work that serves as a self-promotional tool and promotes the learner within the creative arts sector by helping him/her build a broad skill set. Learners will have the possibility to achieve the latter through research, experimentation with different media and also the development of their own self-image. The unit also aims to develop skills to communicate a personal style and explore ways of creating a self-promotional tool and portfolio of work.

The unit complements the visual components of the course by creating a vehicle in which to showcase work and act as a portal to the learners' self-image. Throughout their courses, learners should already have investigated a specialism with an individual style of expression and visual outcomes. Learners will explore a broad range of media to communicate a range of messages in a contemporary context. Learners will be encouraged to experiment and explore the limits of their preconceived notions and their abilities. Contemporary styles in visual communication will be seen in context and learners will be encouraged to work towards their continuous progression in the understanding of their own self-image.

Learner's preconceived ideas about their personal style should be challenged. In a world where new forms of communication constantly change and where a sophisticated audience demands new approaches, the development of personal style should be seen as a continuous activity. It is important that learners experiment with different media both in print and digital to test their enthusiasm for a particular style.

By the end of this units learners would have produced a sequential portfolio of work that demonstrates a willingness to experiment with different media and develop the promotion of their own identity as someone working within the very competitive creative arts sectors. Learners should also test their own convictions in the style they lean towards and in their ability to use it to communicate a wide range of messages to different audiences.

## Learning Outcomes

On completion of this unit a learner will be able to:

1. *Research the historical origins of a chosen personal style applied to a contemporary context*
2. *Select a specialized medium or media to create a self-initiated project in a contemporary context*
3. *Determine own identity and personal visual style when creating self-promotional material*
4. *Compile a professional portfolio of work specific to a chosen career path in the creative arts industry*