

FSH100 Introduction to Key Concepts of Fashion

School: School of Business and Creative Industries

2026 | Trimester 1

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces key concepts of the diverse ideas and systems within the fashion industry. You will engage with critical fashion theory through the lens of popular, material, consumer and visual culture; become familiar with trend forecasting, consumerism, and identity construction; along with understanding our complex relationship with clothing. You will explore some of the challenges facing a global industry where a focus on sustainability is forcing major disruption to traditional processes while engaging with practical applications of SDG's 3,4 5,6,8,9 and 12.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – (Asynchronous) Learning Materials	1hr	Week 1	12 times
Tutorial/Workshop 1 – Workshop	2hrs	Week 1	10 times
Seminar	2hrs	Week 5	2 times
ONLINE			
Learning materials – Asynchronous learning materials	1hr	Week 1	12 times
Tutorial/Workshop 1 – Online workshop	2hrs	Week 1	10 times
Seminar	2hrs	Week 5	2 times

1.3. Course Topics

Material Culture:

- Our Relationship with Objects
- Cultures, Subcultures and Identity
- Gender and Performativity

Consumer Culture:

- Globalisation ;The Australian Fashion Industry
- Sustainability and Ethical Practice in TCF
- How do we engage with fashion?

Visual Culture:

- Curating Fashion
- The Places and Spaces of Fashion
- Fashion on Display

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Investigate current fashion trends and predict fashion challenges in the future	Creative and critical thinker
2 Use research to examine fashion concepts from historical and contemporary perspectives	Creative and critical thinker
3 Examine and reflect on how clothing and adornment demonstrate aspects of identity	Creative and critical thinker
4 Reflect upon simple principles of consumerism and its effect on global fashion industries.	Sustainability-focussed
5 Apply a material culture approach to analyse the link between clothing and the wearer	Empowered
6 Use written, oral and visual modes to communicate in academic and creative ways	Empowered

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

You will receive formative feedback on your work during the Week 3 workshop by the lecturer and by peer feedback activities.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative, and Written Piece	Individual	30%	Poster & 500 words rationale	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	40%	4-5 minute oral visual presentation	Week 7	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	30%	1500 words with minimum 5 images	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Cool-Hunting Poster and Rationale

GOAL:	The goal of this task is to analyse fashion at a "street" level and identify and present an upcoming trend visually.		
PRODUCT:	Artefact - Creative, and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	<p>You are to observe people in a local setting and determine some aspects of their dress, which indicates an emerging trend. The inspiration for this might be a friend or group of friends, or someone else you regard as a style icon. You could observe a group of strangers, although you would need their permission for photographs.</p> <p>You will use a trend forecasting service such as Vogue.com or WGSN to determine the validity of the trend. Find at least three different instances of the trend.</p> <p>In 500 words, you will name and describe the trend. You will discuss why you think it is an upcoming trend, and how you determined that. Consider how this trend might be influenced by or influence, popular culture. Your written rationale will include some visual evidence of the trend such as photos or sketches.</p> <p>You will create an A3 cool hunting poster demonstrating your visual prediction of the upcoming trend.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Identification and justification of the emerging fashion trend.	1 2 3
	2	Application of research from a variety of sources.	1 2 3 4
	3	Communication of emerging fashion trend.	1 2 4
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 2: Oral-Visual Presentation

GOAL:	The goal of this task is to research a group, culture or subculture within society and report on the links between identity and fashion															
PRODUCT:	Oral and Written Piece															
AUTHORSHIP STATEMENT:																
FORMAT:	<p>In this task, you will research a significant group of people who use dress to display aspects of their identity. The group may be significant for one or several reasons; religious, political, cultural or anti-fashion. Some starting points might be "Punk" for political causes or "the Amish" for religious identity for example. You should examine and describe the aesthetic characteristics of the items of dress, appearance or body modification of the group, using a material culture approach. This means you will discuss the relationship between the object or item of clothing and the wearer. Using fashion history research as the starting point, describe how the group has evolved to its current form and the relevance of their appearance in contemporary society.</p> <p>You should strive to demonstrate how the items of clothing are used to "make meaning" or show a message. Consider the visual communication of the items identified and describe how this is applied.</p> <p>Prepare an informative and engaging 6-8 minute oral/visual presentation (script and slides to be submitted) to inform your classmates about the clothing of the group of people selected and the reasons behind their clothing choices. Provide your ideas on how this particular group might have changed or developed twenty years from now. Be prepared for questions.</p>															
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1 Application of research from a variety of sources.</td> <td>1 2</td> </tr> <tr> <td>2 Analysis of the links between clothing and material culture.</td> <td>2 3</td> </tr> <tr> <td>3 Identification of the key aspects of the group aesthetics .</td> <td>2 3 4 5</td> </tr> <tr> <td>4 Discussion of e how clothing is used to communicate identity.</td> <td>2 3 4 5 6</td> </tr> <tr> <td>5 Reflection of personal views of the chosen groups fashion.</td> <td>3</td> </tr> <tr> <td>6 Communication.</td> <td>6</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1 Application of research from a variety of sources.	1 2	2 Analysis of the links between clothing and material culture.	2 3	3 Identification of the key aspects of the group aesthetics .	2 3 4 5	4 Discussion of e how clothing is used to communicate identity.	2 3 4 5 6	5 Reflection of personal views of the chosen groups fashion.	3	6 Communication.	6	
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GENERIC SKILLS:	Communication, Organisation, Information literacy															

All - Assessment Task 3: Visual Essay - A Fashionable Future

GOAL:	The goal of this task is to investigate an aspect of fashion as consumer culture through a visual essay to understand some of the challenges facing the fashion industry in the future.	
PRODUCT:	Essay	
AUTHORSHIP STATEMENT:		
FORMAT:	<p>You will write a 1500 word essay with a minimum of 5 peer-reviewed academic sources and 5 images. To successfully complete this assessment task, you will investigate an aspect of the fashion industry and how it might approach a particular future challenge such as fast-fashion, changing modes of fashion presentation, collaborations and co-design opportunities for example. It is important to identify, analyse and understand the influences that will shape the fashion industry in the future. You will then develop an essay that includes illustrations to support your research. Sources must be reliable and referenced. Topics provided will be aligned with key readings from the course and provided in Canvas.</p> <p>A consultation with your tutor is mandatory for this task.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1 Investigation of current fashion trends.	1 2
	2 Identification and analysis of a potential challenge for the fashion industry in the future.	1 2 4
	3 Application of research from a variety of sources.	1 2 5 6
	4 Communication.	6
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

There are no special requirements but a mobile digital device may prove helpful.

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)