

## MODULE SPECIFICATION

<b>Code:</b> UADAJ3-40-3	<b>Title:</b> Professional Practice in Fashion Textiles 3	<b>Version:</b> 1
<b>Level:</b> 3	<b>UWE credit rating:</b> 40 credits	<b>ECTS credit rating:</b> 20
<b>Module type:</b> Project		
<b>Owning Faculty:</b> ACE	<b>Field:</b> Design	
<b>Faculty Committee approval:</b> Curriculum Approval Committee	<b>Date:</b> Chair's action, 6 Sept 2011	
<i>Approved for Delivery by:</i> indicate name of affiliated institution if module will only be delivered by them		
<b>Valid from:</b> Sept 2011		
<b>Contributes towards:</b> BA(Hons) Fashion, Fashion Textiles		
<b>Pre-requisites:</b> None		
<b>Co-requisites:</b>		
<i>Entry requirements:</i> If the module is offered as CPD or stand alone, indicate the entry requirements		
<b>Excluded combinations:</b>		

### Learning Outcomes:

To enable students to:

#### Knowledge and Understanding

- i) Research and analyse sources of information relevant to the further development of their practice and their ambitions towards identified roles and activities involved in their subject area and the opportunities for employment within them;
- ii) Locate their practice in relation to their area of creative practice, and identify the professional skills and attributes of those employed in those areas of practice;
- iii) Be aware of issues relating to employment and self employment

#### Intellectual skills

- iv) Analyse specific aspects of their own area of practice in their subject through the research, development and presentation of individual work plans;
- v) Evaluate, review and critically reflect on their own work, and the work of others in relation to professional standards and career intentions;

#### Subject/Practical Skills

- vi) Develop and employ methods of documentation and presentation in self-promotional materials and presentations to a professional standard;
- vii) Apply creative and professional skills in communicating effectively with a target audience;

#### Transferable Skills

- viii) Contribute to the organization and content of collective promotion and or exhibition initiatives;
- ix) Contribute to debate, discussion and collaborative effort to address creative and professional tasks;
- x) Present themselves and their work in a professional and coherent manner.

**Syllabus outline:**

This module enables students to consolidate their knowledge and understanding of their area of practice in relation to the professional context, and develop strategies for graduation and progression to employment or further study.

The module is designed to contribute to the refinement of students' contextual understanding of the Fashion discipline and its related areas, and enable them to focus this towards identified personal career aspirations and the opportunities offered, directly and indirectly, by the industry.

GDP for Level 3 is embedded in this module.

Delivery is focused upon the further development of research skills, the analysis of information and application of this in relation to students' individual work and ambitions. Activities leading towards collective promotion and/or exhibition enable students to extend their ability for collaboration and teamwork.

During the module, students are encouraged to articulate their own interests within the range of disciplines encompassed by their subject, building on the development and exploration of these themes earlier in the programme. A series of workshops, seminars and practical exercises will develop and extend knowledge and skills in relation to such topics as:

- Costing time and work.
- Ethical concerns
- Sustainable career development
- Self employment, employment and "portfolio" careers
- Postgraduate study and continuing professional development (CPD)
- Graduate placement schemes
- UWE careers service support for and beyond graduation.
- Refining their personal promotion materials and preparing for interviews etc
- Careers Fairs
- Portfolio reviews (professional)

In the early part of the module students are first asked to confirm their main areas of interest within the subject or broader professional context, and their own personal direction for career development post graduation, and longer-term goals.

Students will be expected to undertake project based work in line with their own ambitions, which has been set by industry or a recognised professional body such as the British Fashion Council. It is important that the work produced is fully commensurate with professional standards of design and presentation and demonstrates these in the finished body of work.

This will form the basis for their further research and investigation, and preparation for graduation.

For the end of the module, students will produce appropriate collated work and promotional material in relation to their aims and target employer/career progression.

This includes such items as collated practical work such as portfolio, show-reel, contributions to collaborative initiatives etc as appropriate, and a personal on-line presence housing an online portfolio. This is presented for assessment along with an evaluative statement, which identifies how personal strengths and weaknesses, and understanding of the professional context the student is aiming for has been developed through the module and critically considers the effectiveness of the outcomes.

**Teaching and learning methods:**

Lectures, workshops, tutorials and seminars underpin the learning process by delivering factual information and setting out issues to be considered. These offer examples and critiques of existing practice.

Visiting speakers are also invited to demonstrate examples of professional working practice, and provide case studies of evolving career paths. Employer forums and portfolio surgery events are offered within and across programmes.

Support and guidelines for effective research is built on the skills introduced earlier in the course. Key headings/questions help students to focus their research into professional contexts, and use a range of research methods and approaches. Primary research, through links to professional contexts is particularly encouraged. This activity is monitored and supported through group tutorials where the sharing of information is encouraged.

The UWE Careers Development Unit contributes significantly at this stage, in relation to recruitment fairs, individual support, etc. These and other initiatives are available within and across subject areas. Students are expected to make full use of these opportunities, and evidence engagement in their professional practice files and evaluations.

Presentations and tutorial and seminar discussions allow the students to develop greater confidence in this aspect of key/transferable and professional skills.

The Professional Practice File, as in Professional Practice 1 and Professional Practice 2, is also used in this module. The file will consist of evidence of the assignments, lectures, discussions and activities included in the module which students are required to respond to. It provides a place for students to collate and reflect on the material and ideas they are finding and being introduced to through the module. It supports the production of their evaluative statement. The file may take the form of a physical document, or digital “blog”.

**Assessment Criteria:**

Students will be assessed in relation to their fulfilment of the learning outcomes in respect of the following criteria:

<b>Criteria</b>	<b>Relates to learning outcomes:</b>	<b>Source of evidence</b>
i) Research and analyse information to establish a clear direction in relation to employment and/or further study, relate to personal interests and ambitions.	i, ii, iii, iv, v, vii	Presentation, portfolio of collated assignments, evaluative statement.
ii) Select appropriate material and approaches to represent their practice effectively to a defined context/audience.	i, iii, vi, vii, viii, ix, x	Presentation, portfolio of collated assignments, evaluative statement.
iii) Demonstrate awareness of professional attitudes and requirements for progression to employment, self employment or further study	i, ii, iii	Presentation, portfolio of collated assignments, evaluative statement.
iv) Reflect critically on their research and practice in relation to their professional direction and ambitions	iv, v, vi, vii, ix, x	Presentation, portfolio of collated assignments, evaluative statement
v) Work effectively and professionally to resolve individual and collaborative tasks	viii, ix, x	Presentation, portfolio of collated assignments, evaluative statement

## **Reading Strategy**

For each module there is a discreet reading list. This is split into 'Essential reading' which is available through the Bower Ashton Library and is intended to supplement the student understanding of the subjects covered in the module, and 'further reading' which is more general and may not always be available through the University Library. These are accessed through external sources such as websites, Galleries or arts organisations. During the module relevant additional texts may be identified to individual students in consultation with staff.

'Essential Reading' is indicated to supplement student understanding of the subjects covered throughout the module. 'Further Reading' guides students through their selected assessment topics and will therefore be based on student interests under the guidance of staff. While many of the reference sources are available through the library, additional sources of reference (including web sites and a suggested viewing list) are identified along with how to access them. This is made available to students on line.

Information issued at the outset of the module, is supplemented by hand-outs and exercises given during lectures and workshops. Additional texts may be identified through individual students own interests and in consultation with staff.

A number of recommended periodicals and web sites will be identified in order to assist students in their study of contemporary practice and the current issues and developments within their subject area. This will also be made available on line.

## ***Indicative Reading List:***

### **Essential**

Diamond S, Diamond R, The World of Fashion, Fairchild 2002  
Howkins J, The Creative Economy: How People Make Money from Ideas, Penguin 2007  
Fry T, Design as Politics, Berg 2010  
Brannon E, Fashion Forecasting, Fairchild 2005

### **Suggested**

Acherman A, Unified Message, Photography Meets Drawing, Steidl 2005  
Cathy Fishel The Freelance Design Handbook: Don't Start Work Without It Rotovision 2009  
Carr H Pomery J, Fashion Design and Product Development, Blackwell Scientific 1992  
Gowarek H, Fashion Buying, Blackwell 2001  
Bayley, S. Life's a pitch: how to sell yourself and your brilliant ideas. Corgie 2008.  
Bridge, S, O'Neill, K. & Cromie, S. Understanding, Enterprise and Entrepreneurship. Palgrave Macmillan, 2009  
Paulins V Hillery J, Careers! Professional Development for Retail and Apparel Merchandising, Fairchild 2005  
Chapin, K. The Handmade Marketplace: How to Sell Your Crafts Locally, Globally, and Online. North Adams, Massachusetts: Storey Publishing LLC. 2010  
Cho, M. Ilasco, J. Creative, Inc.: The Ultimate Guide to Running a Successful Freelance Business. San Francisco: Chronicle Books. 2010

### **Journals**

125  
Collezioni  
Dazed & Confused  
DR (Drapers' Record)  
Journal of Fashion Marketing and Management  
See Saw  
Photographers' Journal  
Vogue Italia  
Varoom

### **Websites**

Vogue.co.uk  
Moda.it  
Showstudio.com

Facehunter.com  
Handbag.com  
Fashionontheedge.com  
Style.com  
www.designdirectory.co.uk  
www.freelanceuk.com/about/contacts.shtml  
www.linst.ac.uk/student/careers  
www.skillset.org  
<http://www.yourcreativefuture.org/>  
<http://www.uwe.ac.uk/careers/students/index.shtml>  
<http://www.design-council.org.uk> (case studies)  
<http://www.newstoday.com/> (employment/portfolios)  
<http://design.sva.edu/site/series/show/1> (interviews/lectures/inspiration)  
<http://www.ted.com> (lectures/inspiration)  
[www.uwe.ac.uk/careers/students/index.shtml](http://www.uwe.ac.uk/careers/students/index.shtml)  
[www.designcouncil.org.uk](http://www.designcouncil.org.uk)  
<http://www.yourcreativefuture.org/>  
<http://iskillzone.uwe.ac.uk/>

[www.adm.heacademy.ac.uk/](http://www.adm.heacademy.ac.uk/)- links to other websites and information about employability and enterprise; includes link to London Metropolitan resources and PDF version of publication - 'employability, professionalism, enterprise: the student experience in art, media and design'

## **Assessment**

**Weighting between components A and B (standard modules at levels 0-3 only) A: B:**

### **ATTEMPT 1**

#### **First Assessment Opportunity**

##### **Component A**

##### **Description of each element Element weighting**

1 Presentation 20%

2 Portfolio of new finalised design briefs, collated assignments and evaluative statement 80%

**Second Assessment Opportunity (further attendance at taught classes is not required)**

##### **Component A**

##### **Description of each element Element weighting**

1 Individual report (case study) 20%

2 Portfolio of collated assignments and evaluative statement 80%

**SECOND (OR SUBSEQUENT) ATTEMPT Attendance at taught classes is/is not required.**

**Specification confirmed by .....Date .....**  
**(Associate Dean/Programme Director)**