MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Professional Practice and Work Experience in Fashion 3					
Module Code	UADAQN-15-3		Level	3	Version	1.1
Owning Faculty	ACE		Field	Design		
Contributes towards	BA (Hons) Fashion					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project	
Pre-requisites			Co- requisites			
Excluded Combinations			Module Entry requirements			
CAP Approval date:	21st February 2013		Valid from:	September 2013		
Revision CAP Approval date:	March 2015		Valid from:	September 2015		

Review date:	September 2019

Part 2: Learning and Teaching
Learning Outcomes	On successful completion of this module students will be able to: 1. 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; 2. 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; 3. Be aware of issues relating to employment and self employment in relation to current and changing industry needs; 4. Analyse specific aspects of their own area of practice in their subject through the research, development and presentation of individual work plans; 5. Evaluate, review and critically reflect on their own work, and the work of others in

	relation to professional standards and career intentions; 6. Develop and employ methods of documentation and presentation in self-promotional materials and presentations to a professional standard; 7. Apply creative, enterprise and professional skills in communicating effectively with a target audience; 8. Contribute to the organisation and content of collective promotion and/or exhibition initiatives; 9. Contribute to debate, discussion and collaborative effort to address creative and professional tasks; 10. Present themselves and their work in a professional and coherent manner. All assessed through Components A1 and A2.
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 their discipline, and enable them to focus this towards identified personal career aspirations and the opportunities offered, directly and indirectly, by the industry. 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. Ethics 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) Work-based learning opportunities, including placements, live briefs, and volunteering 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. 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 an online portfolio. These items are presented for assessment in the Professional Practice and Work Experience File along with a personal progression plan (written and/or alternative format submission), 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 for career progression post-graduation. The Professional Practice and Work Experience File may be submitted as an online presence (i.e. blog or website).

Work Experience/Work Based Learning

During the course of the module, students are required to address approximately 36-40 hours of their study to engagement with work experience. This could be made up of a placement or number of shorter placements or working on live briefs in a relevant area as set by the programme.

Students will produce a Professional Practice and Work Experience File that will:

• research and critically analyse chosen aspects of contemporary professional practice and apply this knowledge to the evaluation of their own strengths and career aspirations.

• recognise, explore and articulate the links between their work-based learning with their academic programme (and vice versa);

• explore, identify and build on their skills, personal development and interests

• develop a variety of transferable 'employability' skills and abilities such as time management, self presentation and reflection, research skills

The Professional Practice and Work Experience File will include:

- a reflective report on engagement undertaken (1,000 words)
- notes on research undertaken to support the report
- relevant images

Contact Hours	**Scheduled learning will** include lectures, seminars, tutorials, project supervision, and workshops; as well as supervised time in studio/workshops, presentations and critique. **No less than 36 hours throughout the module.** **Independent learning** includes hours engaged with work experience / work based learning, essential reading, project work, assignment and presentation preparation, planning. **No less than 114 independent study hours throughout the module.**
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 builds 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.

UWE Careers continues to be available to all students 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 assessment submissions.

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 and Work Experience File, as in Professional Practice and Work Experience 1 and Professional Practice and Work Experience 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 and the Work Experience document. 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 personal progression plan / exit strategy and must contain evidence from their individual presentation.

<u>Individual Feedback Presentation</u>
Students will give a visual and/or textual presentation to their tutors and tutor group mid-way through the module. Students will select visual and/or textual material which best represents their practice and research methods and give a 10 minute presentation to include Q+A.

Students should have examples of their recent work and also appropriate research material (such as examples of other artists/designers/media practitioners' work) to refer to.

The presentation and subsequent discussion with the student group and tutors is an opportunity for students to review, contextualise and critically reflect upon their practice alongside that of their peers.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. |
| Key Information Sets Information | |

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114		150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:				
Written exam assessment percentage				
Coursework assessment percentage				100%
Practical exam assessment percentage				
				100%

Reading Strategy	The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three library skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library. In addition to essential and further reading outlined on project briefs, students are expected to identify other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. Essential reading will be indicated clearly on project briefs, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings will be available via the module guide. **Essential Reading** Bayley, S. (2008) *Life's a pitch: how to sell yourself and your brilliant ideas*. Corgie, London **Further Reading** Howkins J, (2007) *The Creative Economy: How People Make Money from Ideas*, Penguin, London Fry T, (2010) *Design as Politics,* Berg, London

Centre for Sustainable Fashion http://www.sustainable-fashion.com/

Ethical Fashion Forum: http://www.ethicalfashionforum.com/

Fishel, C, (2009) *The Freelance Design Handbook: Don't Start Work Without* It Rotovision, London

Cho,M. Ilasco, J. Creative, Inc: (2010) *The Ultimate Guide to Running a Successful Freelance Business*. Chronicle Books. San Francisco:

Gibson, D.A. (2009) *The Streetwise Guide to Being Enterprising: Increase Your Career, Business or Social Enterprise Prospects by Using the e-Factor*. Oak Tree Press; London.

Bridge, S, O'Neill, K. & Cromie, S. (2009) *Understanding, Enterprise and Entrepreneurship.* Palgrave Macmillan, London

Ehrenfeld, John R. (2008) *Sustainability by Design, A Subversive Strategy for Transforming Our Consumer Culture*, Yale University Press, London

Fry, Tony (2008) *Design Futuring: Sustainability, Ethics and New Practice*, Berg Publishers, London

Heller, Steven & Womack, David. (2007) *The Design Entrepreneur*. Gloucester, Massachusetts: Rockport.

McCormack Lee, (2005) *Designers are wankers,* About Face, London

McDonough , W, Braungart,M (2002) *Cradle to Cradle: Remaking the Way We Make Things*, North Point Press. London

Moon, J. (2007) *How to Make an IMPACT: Influence, Inform and Impress with Your Reports, Presentations and Business Documents.*Financial Times. London:

NESTA : *NESTA Creative Enterprise Toolkit.* http://bit.ly/Nesta-toolkit

Papanek, V. (1995)*The Green Imperative: Ecology and Ethics in Design and Architecture* Thames & Hudson, London

Paulins V Hillery J, *Careers! Professional Development for Retail and Apparel Merchandising*, Fairchild 2005. London

Chapin, K. (2010)*The Handmade Marketplace: How to Sell Your Crafts Locally, Globally, and Online*. North Adams, Storey Publishing LLC. Massachusetts.

Sankey, W (2008)*The Good shopping Guide*, The Ethical Marketing Group, London

UK
www.ipo.gov.uk – intellectual property office

Helen Store foundation : Arts science technology and design http://www.helenstoreyfoundation.org/

Sustainability Design Fashion : http://katefletcher.com/

TED at Chelsea http://www.tedresearch.net/

Traid: Textile recycling for Aid and International Development http://www.traid.org.uk/

People and Planet http://peopleandplanet.org/

Practical Action http://practicalaction.org/

Fairtrade Foundation http://www.fairtrade.org.uk/

EU
Re-dress http://re-dress.ie/

Centre for Responsible Design: http://www.responsibledesign.dk

USA
Social Alterations: http://socialalterations.com/

Educators for Socially Responsible Apparel: http://www.esrab.org/

Global Action Through Fashion http://globalactionthroughfashion.org/
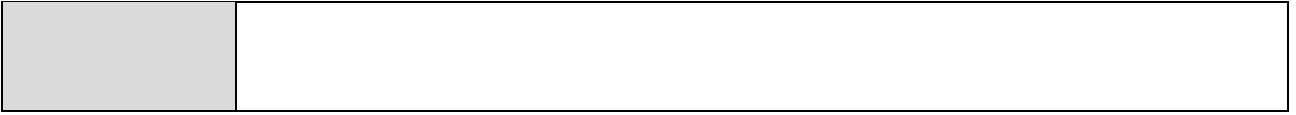
Part 3: Assessment	
Assessment Strategy	Assessment strategies within the programme that this module contributes to reflect the Faculty of Art, Creative Industries and Education's philosophy which considers assessment to be part of the learning process. Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements, and to support the monitoring of progress by tutors and students. Assessment methods used are varied, are relevant in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers. The principle of 'learning through making' is core to learning strategies in the Department of Creative Industries – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas. At assessment, therefore, students are expected to present evidence of work which demonstrates engagement with the minimum number of learning hours for the module (contact and independent study hours). Forms of assessment used as part of the overall programme include: • Presentation and participation in studio-critique • Poster presentation • Group and individual visual presentations • Group and individual verbal presentations • Written Assignments – forms of writing relevant to the creative industries, including academic/essay and industry focused/report writing • Group critiques • Peer and self-assessment • Evaluative and reflective outcomes, including visual, verbal and written Formative and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this. Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.

Identify final assessment component and element	Professional Practice and Work Experience File		
% weighting between components A and B (Standard modules only)		**A:**	**B**:
		100%	

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Professional Practice and Work Experience File, participation in Summative Presentation,	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Professional Practice and Work Experience File, Documentation of presentation material (e.g. powerpoint presentation with notes)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.