STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice and Work Experience in Interior Design 2				
Module Code	UADAJN-15-2		Level	2	Version 2
Owning Faculty	ACE		Field	Design	
Contributes towards	BA (Hons) Interior Design, BA (Hons) Interior Design WFY				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
First CAP Approval date:	February 2014		Valid from:	September 2014	
Revision CAP Approval date:	March 2015 May 2017		Valid from:	September 2015 September 2017	

Review date:	September 2020

Part 2: Learning and Teaching

Learning Outcomes	On successful completion of this module students will be able to: Knowledge and Understanding 1. Demonstrate understanding of a range of roles and activities involved in their subject area and the opportunities for employment within them. 2. Identify the skills and attributes of those employed in a range of activities within their area of practice. Intellectual skills 3. Analyse the professional working practice of specific roles in their subject through the research, development and presentation of case studies. 4. Evaluate the working practices of a practitioner, studio, or related professional activity and relate this knowledge to their own practice and career intentions. 5. Analyse specific aspects of their own area of practice in relation to the broader contexts of contemporary creative industries. Subject/Practical Skills 6. Formulate self-promotional materials and presentations to a professional standard. 7. Demonstrate creative, enterprise and professional skills in communicating effectively with a target audience. Transferable Skills 8. Work collaboratively. 9. Identify and apply communication skills and methods relevant to professional practice within a chosen discipline. 10. Present themselves and their work in a manner that demonstrates understanding of professional requirements.

Syllabus Outline	This module enables students to broaden their knowledge and understanding of their area of practice in relation to the professional context; how it operates and where employment or other commercial opportunities exist. Delivery is focused upon the development of research skills and the evaluation of information through specific activities such as presentations and case studies. The module is designed to contribute to the development of students' contextual understanding of their discipline, delivered throughout the programme, and focus this towards identifying personal career aspirations and the opportunities offered, directly and indirectly, by the industry.
	During the module, students are encouraged to begin to articulate their own interests within the range of disciplines encompassed by their subject and link these to the skills and attributes required by specific professional roles. This is intended to support students in identifying their own personal direction and allowing them to make an informed use of the choices open to them in the second half of the programme through links to long-term career goals.
	Students will work in small groups to generate the research and development of an illustrated case study. Each group makes a summative group presentation to their peers about their findings at an interim stage of the module.
	Students work as individuals to develop methods of promoting themselves to their target employer/s. This includes the design and development of a CV, letter of introduction/personal statement and the design and planning of a personal on-line presence that could house an online portfolio in the future. These tasks are presented for assessment in the Professional Practice and Work Experience File along with notes on the summative group presentation and the individual student's role within that group.
	The materials in the Professional Practice and Work Experience File will build on the materials students have initially developed at Level One. The Professional Practice File may be submitted as an online presence (i.e. blog or website).
	Work Experience/Work Based Learning
	During the course of this module students are required to address approximately 36-40 hours of their indpendent 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.
	For inclusion in the Professional Practice and Work Experience File Students 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 (1000 words)
	- notes on research undertaken to support the report
	- relevant images

Contact Hours	Students can expect a total of 36 hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, group crits, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision. Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.
Teaching and Learning Methods	Lectures 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. Support for the development of methods for effective research is delivered through workshops involving the UWE Library, for example. Students are also supported in the research and development of the case study by guidelines that define a set of questions concerning the philosophy, creative and professional methodologies, and 'target market' of their example. The set questions encourage students to use a range of research methods to gather key information; this includes the requirement to engage in primary research through contact and interview with practitioners as well as secondary research methods. This activity is monitored and supported through group tutorials where the sharing of information is encouraged. Workshops and lectures supporting professional development and practical presentation skills are also delivered throughout and are supported by the UWE Careers Development Unit. These workshops include such topics as: the nature and use of a CV; design for the web; organizing time and resources; how to organize and deliver a presentation. UWE Careers is signposted again 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. Group presentations allow the students to develop a range of key/transferable and professional skills. These include teamwork, negotiation and communication and the practical manipulative skills inherent in professional visual presentations. The Professional Practice and Work Experience File, as introduced in Professional Practice 1 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.

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	**Core reading.**. Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out. **Further reading**. All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out. **Access and skills.** Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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. **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. Current advice on additional reading will be available via the module guide or Blackboard pages.

Indicative Reading List	In the 'Quiet Room' within the Bower Ashton Library, there is a shelf of Reference only books under the heading: -'EMPLOYABILITY & PROFESSIONAL DEVELOPMENT COLLECTION. Many of these titles are relevant for Interior Design students. Core Reading: Bright, J. (2008) Brilliant CV : what employers want to see and how to say it. Pearson Prentice Hall Further Reading: Tumelty, S. (2008) CV and interview handbook. Which? Houston, K. (2004) Winning CVs for first-time job hunters Trotman, Redmond, P. (2010) The graduate jobs formula : how to land your dream career. Trotman Websites http://www.biid.org.uk/ The British Institute of Interior Design http://www.sbid.org/ Society of British and International Design (SBID) www.keynote-project.co.uk – resources such as variations on CV content and presentation http://www.craftscouncil.org.uk Contemporary crafts and applied arts http://www.caa.org.uk Contemporary applied arts http://www.resource.co.uk Re:source, The Council for Museums, Archives and Libraries http://www.jerwood.org.uk Jerwood foundation http://www.designcouncil.org.uk/index.html Design Council http://www.artscouncil.org.uk (Arts Council of England)

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.