

**CDA4 Programme Design Template  
Module specification (with KIS)**



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Professional Practice and Work Experience in Interior Design 3				
Module Code	UAAAJG-15-1	Level	3	Version	
Owning Faculty	ACE	Field	Art		
Contributes towards	BA(Hons) Interior Design				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	11/02/2014
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Part 2: Learning and Teaching
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<p>Learning Outcomes</p>	<p>On successful completion of this module students will be able to:</p> <p><b><u>Knowledge and Understanding</u></b></p> <ol style="list-style-type: none"> <li>1. Research and analyse sources of information relevant to the further development of their practice and their ambitions towards identified roles and activities in their subject area and the opportunities for employment within them.</li> <li>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.</li> <li>3. Demonstrate awareness of issues relating to employment and self employment in relation to current and changing industry needs.</li> </ol> <p><b><u>Intellectual skills</u></b></p> <ol style="list-style-type: none"> <li>4. Analyse specific aspects of their own area of practice in their subject through the research, development and presentation of individual work plans.</li> <li>5. Evaluate, review and critically reflect on their own work, and the work of others in relation to professional standards and career intentions.</li> </ol> <p><b><u>Subject/Practical Skills</u></b></p> <ol style="list-style-type: none"> <li>6. Develop and employ methods of documentation and presentation in self-promotional materials and presentations to a professional standard.</li> <li>7. Apply creative, enterprise and professional skills in communicating effectively with a target audience.</li> </ol> <p><b><u>Transferable Skills</u></b></p> <ol style="list-style-type: none"> <li>8. Contribute to the organisation and content of collective promotion and/or exhibition initiatives.</li> <li>9. Contribute to debate, discussion and collaborative effort to address creative and professional tasks.</li> <li>10. Present themselves and their work in a professional and coherent manner.</li> </ol>
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Syllabus Outline	<p>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.</p> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>Costing time and work.</li> <li>Ethics</li> <li>Sustainable career development</li> <li>Self employment, employment and "portfolio" careers</li> <li>Postgraduate study and continuing professional development (CPD)</li> <li>Graduate placement schemes</li> <li>UWE careers service support for and beyond graduation.</li> <li>Refining their personal promotion materials and preparing for interviews etc</li> <li>Careers Fairs</li> <li>Portfolio reviews (professional)</li> <li>Work-based learning opportunities, including placements, live briefs, and volunteering</li> </ul> <p>In the early part of the module students are first asked to confirm their main areas of interest within the subject <u>or</u> broader professional context, and their own personal direction for career development post graduation, and longer-term goals.</p> <p>This will form the basis for their further research and investigation, and preparation for graduation.</p> <p>By the end of the module, students will produce appropriate collated work and promotional material in relation to their aims and target employer/career progression.</p> <p>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 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 File may be submitted as an online presence (i.e. blog or website).</p>
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	<p><b>Work Experience/Work Based Learning</b></p> <p>During the course of the module, students are required to address approximately 36-40 hours of their independent 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.</p> <p>Students will produce a Work Experience Document that will:</p> <ul style="list-style-type: none"> <li>• research and critically analyse chosen aspects of contemporary professional practice and apply this knowledge to the evaluation of their own strengths and career aspirations.</li> <li>• recognise, explore and articulate the links between their work-based learning with their academic programme (and vice versa);</li> <li>• explore, identify and build on their skills, personal development and interests</li> <li>• develop a variety of transferable 'employability' skills and abilities such as time management, self presentation and reflection, research skills</li> </ul> <p>The Work Experience Document will include:</p> <ul style="list-style-type: none"> <li>- a reflective report on engagement undertaken (1,000 words)</li> <li>- notes on research undertaken to support the report</li> <li>- relevant images</li> </ul>
<p><b>Contact Hours</b></p>	<p>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.</p> <p>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.</p>

Teaching and Learning Methods	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Presentations and tutorial and seminar discussions allow the students to develop greater confidence in this aspect of key/transferable and professional skills.</p> <p>The Professional Practice 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.</p> <p><u>Formative Individual Presentation</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p>
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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.** It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.

**Further reading.** Students are expected to identify all 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.

**Access and skills.** The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three 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.

**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.

Indicative Reading List	<p>In the 'Quiet Room' within the Bower Ashton Library, there is a shelf of Reference only books under the heading: -'EMPLOYABILITY &amp; PROFESSIONAL DEVELOPMENT COLLECTION. Many of these titles are relevant for Interior Design students.</p> <p><b>Core Reading:</b> Howkins, J. (2007) <i>The Creative Economy: How People Make Money from Ideas</i>; London: Penguin, (2nd edition)</p> <p><b>Further Reading</b> Redmond, P. (2010) <i>The Graduate Jobs Formula: how to land your dream career after graduation</i>. Richmond: Trotman. Eisenman, S. (2006) <i>Building Design Portfolios; innovative concepts for presenting your work</i>. Rockport. Burns, P. (2007) <i>Entrepreneurship and Small Business</i>. 2nd edition. London: Palgrave Macmillan. Hopson and Ledger. (2009) <i>And What do You Do? 10 steps to creating a portfolio career</i>. A &amp; C Black,</p> <p><b>Websites</b> <a href="http://www.biid.org.uk/">http://www.biid.org.uk/</a> The British Institute of Interior Design <a href="http://www.sbid.org/">http://www.sbid.org/</a> Society of British and International Design (SBID) <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> <a href="http://www.ncge.org.uk">http://www.ncge.org.uk</a> National Council for Graduate Entrepreneurship <a href="http://www.nesta.org.uk">www.nesta.org.uk</a></p>
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Part 3: Assessment			
Assessment Strategy	Criteria	Relates to learning outcomes:	Source of evidence
	Research and analyse information to establish a clear direction in relation to employment and/or further study, relate to personal interests and ambitions.	1, 2, 3, 4, 5, 6	Professional Practice File, WE Document
	Select appropriate material and approaches to represent their practice effectively to a defined context/audience.	2, 3, 5, 6, 7, 8, 9,10	Professional Practice File, WE Document
	Demonstrate awareness of professional attitudes and requirements for progression to employment, self employment or further study	2, 3, 5, 6, 7, 9, 10	Professional Practice File, WE Document
	Reflect critically on research and practice in relation to professional direction and ambitions	1, 3, 5, 6, 7, 9, 10	Professional Practice File, WE Document
	Work effectively and professionally to resolve individual and collaborative tasks	3, 5, 6, 7, 8, 9, 10	Professional Practice File, WE Document

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Professional Practice File	70%	
2. Work Experience Document (1000 words)	30%	
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)	
1. Professional Practice File	70%	
2. Work Experience Document (1000 words)	30%	
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.		