



Module Specification

Professional Practice and Work Experience in Fashion Textiles

1

Version: 2023-24, v2.0, 19 Dec 2022

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	6
Part 5: Contributes towards	9

Part 1: Information

Module title: Professional Practice and Work Experience in Fashion Textiles 1

Module code: UADARY-15-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Art & Design

Partner institutions: None

Delivery locations: Alexander College, Bower Ashton Campus

Field: Design

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module introduces the importance of professional practice for students as a vehicle for the identification and development of their professional ambitions.

Features: Not applicable

Educational aims: This module enables students to begin to establish their understanding of Fashion Textiles in relation to professional contexts and roles within the industry.

Outline syllabus: The material and activities introduced in the module will enable student's to research diverse roles within the Fashion Textile and creative industries, and to begin to identify the skills and attributes required for these.

It will introduce students to issues of professionalism within their programme and will support them in developing key transferable skills, as well as examining the ways in which they may be applied in wider contexts.

Lectures, workshop exercises and seminars will introduce students to the range of research sources they can use for set tasks (including such things as: library resources / on-line resources and databases / exhibitions / events / study visits / case studies / publications).

Students will be asked to look at different areas of practice and roles in the Fashion Textile and creative industries, and to investigate the diverse range of career paths and professional opportunities that their area of study can lead to.

Case studies will be presented as starting points for investigation. These will include examples from staff, professional practitioners and recent and past graduates. Some of these may contribute as visiting speakers.

Awareness of professional attitudes and approaches will be introduced throughout the module, and students will be expected to apply these in their work. Topics will include: consideration of health and safety, the development of communication skills, intellectual property, time management and organisation, preparation and presentation.

Students will begin to identify opportunities for work placements and will produce promotional materials and CVs to enable them to apply for work experience opportunities and / or complete live briefs and apply for relevant professional

experience.

Work Experience/Work Based Learning:

During the course of the module, students are required to undertake 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 and competitions as set by the programme.

Part 3: Teaching and learning methods

Teaching and learning methods: 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 critiques, 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.

Lectures and seminars introduce key roles within the fashion and creative industries and students are asked to develop this further independently according to their professional aspirations.

Visiting speakers are also invited to demonstrate examples of career paths and professional working practice.

Students are supported to develop understanding and methods of effective research. Library exercises and workshops involving the UWE Library introduce students to the use of book-stock, journals, catalogue systems, on-line data-bases and collections. Effective approaches to net searches and verifying information from different sources, collecting material through visits, interviews etc will be discussed and explored through the practical activities.

UWE Careers is introduced in this module, in relation to CV development, networking, presenting yourself professionally, finding opportunities, volunteering and Enterprise development. Students are expected to make full use of the opportunities and support available via the Careers service.

Group tutorials are used to monitor and support progress. In presenting their research and analysis students are encouraged to engage in discussion and debate.

The Professional Practice File is introduced 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. The Professional Practice File may be submitted as an online presence (i.e. blog or website) and should include a log of all industry engagement, contacts and opportunities.

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 creative, academic and technical development, visual and textual research, workshop activity and learning via the VLE.

Placement learning: may include a practice placement, other placement, year abroad.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Identify, collate and analyse source material for research into careers in fashion textiles

MO2 Recognise and reflect on the range of roles and opportunities within fashion textiles

MO3 Identify and source appropriate opportunities for professional development

MO4 Design basic self-promotional material

MO5 Identify individual strengths and areas for development

MO6 Communicate and document ideas visually, verbally and in writing

MO7 Understand and apply the fundamental protocols of working as a professional

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uadary-15-1.html) via the following link <https://uwe.rl.talis.com/modules/uadary-15-1.html>

Part 4: Assessment

Assessment strategy: This module is assessed via A body of work which should include evidence of research, analysis, CV development, professional engagement and / or work experience, a more detailed breakdown of the content of the body of work required will be outlined in the module handbook.

This Module will be assessed as a Pass / Fail.

Within the Body of work students are expected to present evidence of work which demonstrates engagement with the minimum number of contact hours for the module, as well as the minimum number of independent study hours.

Individual responses to set tasks and evidence of independent study time will form part of the formative and summative assessment processes.

Feedback at formative and summative assessment points (verbal and/or in writing) provides students with a clear understanding of the level of their achievement, their progress and advice about how this can be improved.

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 regarded as positive learning tools and feedback from assessment offers students clear guidance with regard to future development. Assessment strategies support students understanding of their learning process and are designed to build on a proactive approach to learning. Self and peer evaluation constitute an important part of formative assessment.

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 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 practitioners.

Forms of assessment used as part of this module include:

Presentation and participation in seminars (formative)

Group and individual visual/verbal presentations (formative)

Peer and self-assessment (formative and summative)

Evaluative and reflective outcomes, including visual, verbal and written (formative and summative).

* The Pass / Fail Assessment Strategy for this module has been designed to
1. Establish a more authentic and subject appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an

assessment of learning – which is more aligned to the iterative nature of creative practice.

2. Establish a less marks driven approach to assessment, particularly during the early stages of a student's journey will provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.

3. Remove the emphasis from final marks, making explicit the role of feedback in students future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.

4. Signal a more holistic, inclusive approach to assessment and would align with the University's wider priorities of inclusivity and accessibility.

Assessment components:

Portfolio (First Sit)

Description: Body of work Including : All completed Project work, Research and supporting materials

This module will be assessed as Pass / Fail

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Portfolio (Resit)

Description: Body of work Including : All completed Project work, Research and supporting materials

This module will be assessed as Pass / Fail

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Fashion Textiles {Foundation} [Bower] BA (Hons) 2022-23

Fashion Textiles [Bower] BA (Hons) 2022-23