



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice & Work Experience Fashion Textiles 3				
Module Code	UADAS3-30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	7.5	WBL module?	no
Owning Faculty	Arts, Creative Industries and Education	Field	Design		
Department	Bristol School of Art and Design	Module Type	Project		
Contributes towards	BA (Hons) Fashion Textiles				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	1 February 2017	Valid from	September 2017		
Revision CAP Approval Date		Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically reflect on and analyse their creative and professional strengths to support the development of an exit strategy. 2. Plan and write an exit strategy appropriate to their professional ambitions and creative strengths 3. Demonstrate an understanding of the job application and interview process 4. Demonstrate awareness of key issues relating to employment and self-employment in the fashion textile industries 5. Design and deliver an industry ready portfolio 6. Design and deliver appropriate self-promotional material 7. Deliver a self-promotional pitch at a professional level 8. Communicate at a professional level, visually, verbally and in writing <p>All assessed through Component A</p>
Syllabus Outline	This module enables students to consolidate and apply their knowledge and

	<p>understanding of professional practice in relation to the fashion textile and creative industries. Students are supported in identifying and developing individual exit strategies to support their progression to employment or further study.</p> <p>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.</p> <p>Students will design and deliver an industry ready portfolio that showcases the best of their design work and that communicates through its design, layout and presentation their individual professional ambitions. Students will also be required to deliver high quality promotional material that may include for instance CV's, business cards, websites, blogs and other digital platforms. Students will be taught in Lectures, seminars and tutorials and will be guided through set tasks and the design development stages of their portfolios by tutors and guest speakers. Students will engage with industry standard protocols in the design, development and presentation of their portfolios and may for instance receive critical feedback from industry professionals.</p> <p>Students will further develop their verbal presentation skills which may include for instance pitching their work to specialist / non-specialist audiences.</p>
Contact Hours	<p>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 108 hours throughout the module.</p> <p>Independent learning includes hours engaged with work experience / work based learning, essential reading, project work, assignment and presentation preparation, planning. No less than 192 independent study hours throughout the module.</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 business planning, 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>UWE Careers continues to be available to all students at this stage, in relation to enterprise, recruitment fairs, individual support, etc. 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.</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>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, business planning, case study preparation, assignment preparation and completion etc.</p>

<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 376 1369 768"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>108</td> <td>192</td> <td></td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p> <p>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:</p> <table border="1" data-bbox="571 1182 1262 1422"> <tbody> <tr> <td>Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	108	192		300	Total assessment of the module:		Written exam assessment percentage		Coursework assessment percentage	100%	Practical exam assessment percentage			100%
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<p>Reading Strategy</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>																														

<p>Indicative Reading List</p>	<p>Essential Reading Gibson, D.A 2009 <i>The Streetwise Guide to Being Enterprising: Increase Your Career, Business or Social Enterprise Prospects by Using the e-Factor</i> Oak Tree Press, London Moon, J 2007 <i>How to Make an IMPACT: Influence, Inform and Impress with Your Reports, Presentations and Business Documents</i> Financial Times, London</p> <p>Suggested Reading Baldwin ,J and Roberts, L 2006 <i>Visual Communication</i> AVA, London Bayley, S 2008 <i>Life's a pitch: how to sell yourself and your brilliant ideas</i> Corgie, London Bridge, S, O'Neill, K & Cromie, S 2009 <i>Understanding, Enterprise and Entrepreneurship</i> Palgrave Macmillan, London Chapin, K 2010 <i>The Handmade Marketplace: How to Sell Your Crafts Locally, Globally, and Online</i> North Adams, Storey Publishing LLC, Massachusetts Cho, M. Ilasco, J. Creative, Inc: 2010 <i>The Ultimate Guide to Running a Successful Freelance Business</i> Chronicle Books, San Francisco Cosgrove, B 2009 <i>Sample: 100 designers, 10 curators: cuttings from contemporary fashion</i> Phaidon, Ehrenfeld, J 2008 <i>Sustainability by Design, A Subversive Strategy for Transforming Our Consumer Culture</i> Yale University Press, London Fry, T 2008 <i>Design Futuring: Sustainability, Ethics and New Practice</i> Berg Publishers, London Fry, T 2010 <i>Design as Politics</i> Berg, London Fishel, C 2009 <i>The Freelance Design Handbook: Don't Start Work Without It</i> Rotovision, London Heller, S & Womack, D 2007 <i>The Design Entrepreneur</i>. Rockport, Gloucester, Massachusetts Howkins, J 2007 <i>The Creative Economy: How People Make Money from Ideas</i> Penguin, London Lees, J 2007 <i>Why You? CV Messages to win jobs</i> McGraw-Hill Education Jackson, T and Shaw, D 2006 <i>The Fashion Handbook</i> Routledge Keech, P 2012 <i>Freelance Fashion Designer's handbook</i> Wiley McCormack L 2005 <i>Designers are wankers</i> About Face, London Papanek, V 1995 <i>The Green Imperative: Ecology and Ethics in Design and Architecture</i> Thames & Hudson, London Roitfeld, C 2011 <i>Carine Roitfeld: Irreverent</i> Publishers Group UK Sankey, W 2008 <i>The Good shopping Guide</i> The Ethical Marketing Group, London Schwaab, C 2011 <i>Talk About Fashion</i> Flammarion Vort, P 2007 <i>Career Opportunities in the Fashion Industry</i> CWL Publishing Enterprises, Inc Waddell, G 2004 <i>How Fashion Works</i> Blackwell, Oxford http://www.sustainable-fashion.com/ http://www.ethicalfashionforum.com/ http://bit.ly/Nesta-toolkit</p> <p>Databases WGSN trends http://www.wgsn.com/ Design Week http://www.designweek.co.uk/ Berg Fashion Library https://www.bloomsburyfashioncentral.com/products/berg-fashion-library/whats-in-the-berg-fashion-library Vogue Archive http://search.proquest.com/vogue/index?accountid=14785 BOB Box of Broadcasts https://login.learningonscreen.ac.uk/wayfless.php?entityID=https://athensla.uwe.ac.uk/oala/metadata&target=https://learningonscreen.ac.uk/ondemand Arts on Film Archive http://artsonfilm.wmin.ac.uk/filmsuk.php?sessid=5cn17ijk4qjdtlktvbm128t7nprhm8khh7h8grji72myl6if74682x5pdlwykgeu AN resources https://www.a-n.co.uk/news</p>
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Design and Applied Arts index
<http://search.proquest.com/daai/index?accountid=14785>

Part 3: Assessment

Assessment Strategy	<p>This module is assessed 100% via component A: A body of work which should include final portfolio, portfolio development, evidence of research, critical analysis, the development of cross-platform self-promotional material, and 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.</p> <p>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/ Work placement / professional engagement hours.</p> <p>Individual responses to set tasks and evidence of independent study time will form part of the formative and summative assessment processes.</p> <p>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.</p> <p>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.</p> <p>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 pro-active approach to learning. Self and peer evaluation constitute an important part of formative assessment.</p> <p>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.</p> <p>Forms of assessment used as part of this module include:</p> <ul style="list-style-type: none"> • 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)
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Identify final assessment component and element

% 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)	
1. Body of work Including : All completed Project work, Research and supporting materials 100%	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)	
1. Body of work Including : All completed Project work, Research and supporting materials 100%	100%	
Component B Description of each element	Element weighting (as % of component)	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		

FOR OFFICE USE ONLY

First CAP Approval Date	1 February 2017		
Revision CAP Approval Date		Version	1
			Link to MIA 10599