## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
|---|---|---|---|---|---|---|
| Module Title | Professional Practice & Work Experience in Fashion Textiles 2 | | | | | |
| Module Code | UADAS6-15-2 | | Level | 2 | Version | 1 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | No* | |
| Owning Faculty | Arts, Creative Industries and Education | | Field | Art and 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 | | |

| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>1. Critically reflect on their creative strengths and professional interests to support the development of a creative and professional development plan<br>2. Analyse their professional aspirations and develop an action plan to identify and source WBL in this area.<br>3.  Identify opportunities and strategies to support the development of building professional networks<br>4.  Analyse the skills and attributes required by different roles in the industry, and relate   this knowledge to their own skills and attributes<br>5.  Design and deliver appropriate self-promotional materials and visual presentations to a professional standard<br>6.  Pitch ideas effectively to a range of audiences<br>7.  Understand and apply the fundamental protocols of working and delivering as a professional<br>8.  Communicate at a professional level, visually verbally and in writing.<br><br>**All assessed through Component A**<br>All assessed through Component A<br> • |
| Syllabus Outline | This module enables students to broaden their knowledge and understanding of professional contexts within the fashion textile and creative industries; how they operate and where employment or other commercial opportunities exist.<br>During the module, students are encouraged to begin to articulate their own strengths |

| | and interests within their subject and to link these to the skills and attributes required by specific professional roles and business models. This is intended to support students in identifying their own personal direction and allowing them to make informed choices for placements. |
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| | Students also develop methods of promoting themselves to their target employer/s/placement hosts. This includes the advanced design and development of a CV, letter of introduction/personal statement and the delivery of  an individual on-line presence that could house an online portfolio. These tasks are presented for assessment in the Professional Practice File along with their research and role analysis. |
| | Students will be fully supported in preparing for their placements, support may include for instance; portfolio preparation, mock interviews and visits by agencies and industry experts. |
| | Work Experience/Work Based Learning |
| | During the course of this module students are required to address approximately 36-40 hours of their study to engagement with work experience. This should be made up of a placement or number of shorter placements or working on live briefs or competitions relevant to the programme. |
| Contact Hours | The indicative contact time for this module is 36 hours and students can expect an average of 1.5 hours weekly contact. Contact time with staff will take the form of a diverse series of activities including lectures and workshops, seminar and tutorials where appropriate. Content will be divided between practical business elements and formulating an approach to work experience and outward facing elements. |
| Teaching and Learning Methods | Lectures and seminars underpin the learning process by delivering information and setting out issues to be considered. These offer examples and critiques of existing professional practice, business models, entrepreneurial skills and related subjects. |
| | 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 case studys 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 enterprise development, 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 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 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. |
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<tr><td rowspan="2">Key Information Sets Information</td><td colspan="6"><b><u>Key Information Set - Module data</u></b></td></tr>
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**Key Information Sets Information**

**Key Information Set - Module data**

| Number of credits for this module | | | | 15 | |
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| 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 | All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online.<br><br>Any essential reading is available in the Bower Ashton Library and will be indicated clearly in the module brief. The currency of information may wane during the life span of the specification, consequently current advice on readings will be available through more frequently updated mechanisms such as the handbook and intranet, these will be revised annually.<br><br>Under the university's Copyright Licensing Agency (CLA) permit, reading packs with relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module. Text excerpts from books published in the UK may also be available via UWE Online Digital Collections, where permissible, during the module period. |
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| Indicative Reading List | **Link to online reading list**<br>**https://uwe.rl.talis.com/lists/E41E94C0-5402-7FFD-A170-3188CBD67919.html?draft**<br><br>**Essential Reading**<br>Goworek, H    *Careers in Fashion and Textiles*  Blackwell<br>Granger, M    *The fashion Industry and its careers*      Bloomsbury<br>Jackson, T, Shaw, D    The Fashion Handbook  Routledge 2006 |

**Suggested Reading**

Ambrose, G      *Visual Communication*    Bloomsbury
Brown, C         *Fashion & Textiles: The Essential Careers Guide*  Laurence King 2010

Elkins J *How to use your Eyes*    Routledge 2000
Emden, J van,   *Presentation Skills for Students*  Palgrave 2004
Jackson, T, Shaw, D    *The Fashion Handbook*  Routledge 2006
Keech, P          *Freelance Fashion Designer's handbook* Wiley 2012
Lees, J *Why You? CV Messages to win jobs*      McGraw-Hill 2007
Lupton, E        *Thinking With Type*       Princeton2010
Mann S,*Study Skills for Art, Media and Design Students*  Pearson 2011
Mills, C *Brilliant CV*       Trotman 2009
Volk, L *No Plastic Sleeves*        Focal Press 2010
Vogt, P *Career Opportunities in the Fashion Industry*      CWL Publishing Enterprises, Inc 2007
Waddell, G      *How Fashion Works*       Blackwell 2004
Yates, J *The Fashion Careers Guidebook* A. & C. Black

**Journals**
Self Service
Fashion Theory: The Journal of Dress Body and Culture
Vogue
POP
The Gentlewoman
Street Style
I-D
LOVE
Tank
L'uomo Vogue

**Websites**
http://www.uwe.ac.uk/careers/students/index.shtml
http://www.theaoi.com/
http://www.drapersjobs.com/
http://uk.linkedin.com/
http://www.fashionunited.co.uk/Career_Centre
http://www.businessoffashion.com/
http://beta.lebook.com/
http://www.behance.net/
http://www.artsthread.com/
www.style.com
http://www.artshole.co.uk
http://www.designdirectory.co.uk
http://www.freelanceuk.com/about/contacts.shtml/
http://www.newdesignpartners.com
http://www.skillset.org
http://www.wedesignforum.co.uk

**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=5cn17ijk4qjdtlktvbm128t7nprhm8khb

| | 7h8grji72myl6if74682x5pdlwykgeu<br>AN resources https://www.a-n.co.uk/news<br>Design and Applied Arts index<br>http://search.proquest.com/daai/index?accountid=14785 |
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| **Part 3: Assessment** | |
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| Assessment Strategy | This module is assessed 100% via component A: 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.<br><br>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.<br><br>Individual responses to set tasks and evidence of independent study time will form part of the formative and summative assessment processes.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>Forms of assessment used as part of this module include:<br><br>• Presentation and participation in seminars (formative)<br>• Group and individual visual/verbal presentations (formative)<br>• Peer and self-assessment (formative and summative)<br>• Evaluative and reflective outcomes, including visual, verbal and written (formative and summative) |

| Identify final assessment component and element | | | |
|---|---|---|---|
| | | **A:** | **B**: |
| **% weighting between components A and B** (Standard modules only) | | **100%** | |

| **First Sit** | |
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| **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% |
| 2.(etc) | |
| **Component B** **Description of each element** | **Element weighting (as % of component)** |
| 1. | |
| 2.(etc) | |

| **Resit (further attendance at taught classes is not required)** | |
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| **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% |
| 2.(etc) | |
| **Component B** **Description of each element** | **Element weighting (as % of component)** |
| 1. | |
| 2.(etc) | |

| 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. |
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**FOR OFFICE USE ONLY**

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