

Subject Description Form

Subject Code	ITC3221G
Subject Title	Professional Attachment
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Exclusion: SFT338E Professional Attachment
Objectives	The subject develops all-round students with professional competence in the fashion industry. It enriches students' global learning experience through local or overseas study trips or practical training, which lay the ground for applying their practical experience to their capstone project or preparing for their future practice in the industry.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) formulate an acceptable, self-initiated learning proposal, incorporating sound planning, organisation of work and objectives, for their self-development in the fashion industry and/or related areas; (b) apply their knowledge of product design, technology and analysis within a broad and extended context; (c) develop and competently deliver a convincing and professional presentation and demonstrate both learning experiences and outcomes that stimulate further discussion and debate; (d) demonstrate independent thinking and good working practices, including teamwork, in creating and expressing ideas in a way that shows a developing maturity and sense of responsibility.
Subject Synopsis/ Indicative Syllabus	<p>In order to ensure that students have useful experience in their professional training, the summer attachment/ internship/study trip will be suitably chosen and properly organised.</p> <p>Students will be required to initiate and formulate a training/study trip proposal or learning contract to design effective work-based learning experiences, as well as a term report, a learning portfolio and presentation to review their achievements and intended learning outcomes, while their industry supervisors will submit an evaluation questionnaire based on their performance during the attachment. Accordingly, the programme team will coordinate the following learning support activities:</p>

(I) Orientation and Expert Seminar

To allow sufficient time for the formulation of training/study trip proposals and/or learning contracts, students should start their preparatory work by the commencement of the second semester. In an orientation meeting, students will first learn the basic requirements of a good proposal in terms of learning outcomes and then, the basic skills in undertaking practical training.

- (1) Information search techniques to find national/international work base employment, attachments, trade shows, professional training courses, seminars and workshops.
- (2) Preparation of curriculum vitae.
- (3) Life skills to be successful in the workplace.
- (4) Development of a positive attitude to work-based learning.
- (5) Planning and scheduling for successful completion of assessment instruments.
- (6) Consolidation of Training/Study Trip Proposal and/or Learning Contract.
- (7) Consideration of taking this chance for the preparation of Capstone Project.

A series of expert seminars in different areas will be arranged in order to integrate relevant academic knowledge and real-life experience for students to analyse and interpret the key issues occurring in the fashion industry.

Students will be required to submit their professional training/study trip proposals and/or learning contracts by end of May. Interviews will be conducted by the programme team or different companies.

(II) Progress Monitoring

During the professional training, normally 4 weeks after it starts, students will be required to submit a progress report and attend a personal consultation/tutorial with their academic supervisor. In consideration of the student's attachment commitments, this will be conducted on a face to face basis or via email and telephone. The academic supervisor will also contact the attachment supervisor to monitor the students' performance. The progress report will include:

- (1) **Training schedule and location:** Summarise where and when professional training/study trip takes place and where the work team fits into the overall host organisation.
- (2) **Responsibilities:** Describe the actual responsibilities. Explain the role in terms of the mission of the immediate work team.
- (3) **Skills and knowledge:** Describe the skills and knowledge needed to fulfill the work responsibilities. Describe how the knowledge and skill set are evolved during the work/study trip experiences. Explain how these are relevant to the academic studies and future goals.

- (4) **Outcome:** Describe the extent to which intended learning outcomes are achieved. Give concrete examples to demonstrate these achievements. If some outcomes are not achieved, explain why and summarise incidental learning outcomes as well.

(III) Learning Portfolio

After returning from the professional training/study trip, students will be required to submit a learning portfolio and make a comprehensive oral presentation. The purpose of these presentations is to inform the faculty and students about the work term/study trip experience. It will provide an opportunity for the student to reflect upon the learning gained at the work site/trip. The framework of the portfolio will include:

- (1) **Collection:** students will collect relevant artefacts produced for the employer during the work term and/or from company interviews, trade shows, seminars and workshops, etc.
- (2) **Selection:** students will examine what has been collected to decide what should be moved to a more permanent assessment portfolio. The selection criteria should reflect the intended learning outcomes that the portfolio is supposed to demonstrate.
- (3) **Reflection:** students will articulate their thinking about each piece in the portfolio, as well as on the entire portfolio. Through this process of reflection, students will draw connections between work/study trip experience and university-based learning, construct new knowledge, and become increasingly aware of themselves as learners.

(IV) Learning Evaluation

To motivate students' contribution to the workplace and prepare for eventual university-to-work transition, the employer's evaluation of the student will be a valuable contribution to the assessment process. An evaluative questionnaire will also be sent to the employers or immediate supervisor and the student himself/herself. This will be a good opportunity to review the student's progress, suggest elective subjects, and discuss any concerns the student or employer might have. The emphasis will be on evaluating their professional knowledge, workplace competencies and work attitude, which will include the following measures:

- (1) **Quantity and Quality of Work:** Accuracy, innovative and creative thinking, job knowledge, organisation and planning, technical skills, thoroughness, meeting deadlines, etc.
- (2) **Approach to Work:** Attendance, punctuality, enthusiasm, flexibility, dependability and compliance with policy.
- (3) **Interpersonal Relations:** Relating to others, listening, teamwork, sharing information, and customer or client service.
- (4) **Communication Skills:** Verbal, writing, and presentation.
- (5) **Reasoning:** Analytical, investigative, problem solving, and mathematical competency.
- (6) **Level of Maturity:** Judgment, conflict resolution, and acceptance of criticism.

Teaching/Learning Methodology	Information search techniques and preparation of curriculum vitae will be introduced through orientation meeting and lectures. Guest seminars will also be arranged and students will normally consult with staff members on a one-to-one basis.																																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="480 360 1417 918"> <thead> <tr> <th data-bbox="480 360 844 510" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="844 360 1003 510" rowspan="2">% weighting</th> <th colspan="4" data-bbox="1003 360 1417 472">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1003 472 1098 510">a</th> <th data-bbox="1098 472 1182 510">b</th> <th data-bbox="1182 472 1303 510">c</th> <th data-bbox="1303 472 1417 510">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 510 844 600">Continuous Assessment</td> <td data-bbox="844 510 1003 600">100%</td> <td data-bbox="1003 510 1098 600">✓</td> <td data-bbox="1098 510 1182 600">✓</td> <td data-bbox="1182 510 1303 600">✓</td> <td data-bbox="1303 510 1417 600">✓</td> </tr> <tr> <td data-bbox="480 600 844 678">1. <i>Training Proposal/Learning Contract</i></td> <td data-bbox="844 600 1003 678">20%</td> <td data-bbox="1003 600 1098 678">✓</td> <td data-bbox="1098 600 1182 678"></td> <td data-bbox="1182 600 1303 678">✓</td> <td data-bbox="1303 600 1417 678"></td> </tr> <tr> <td data-bbox="480 678 844 719">2. <i>Term report</i></td> <td data-bbox="844 678 1003 719">20%</td> <td data-bbox="1003 678 1098 719">✓</td> <td data-bbox="1098 678 1182 719">✓</td> <td data-bbox="1182 678 1303 719">✓</td> <td data-bbox="1303 678 1417 719"></td> </tr> <tr> <td data-bbox="480 719 844 757">3. <i>Learning Portfolio</i></td> <td data-bbox="844 719 1003 757">40%</td> <td data-bbox="1003 719 1098 757"></td> <td data-bbox="1098 719 1182 757">✓</td> <td data-bbox="1182 719 1303 757">✓</td> <td data-bbox="1303 719 1417 757">✓</td> </tr> <tr> <td data-bbox="480 757 844 831">4. <i>Evaluative Questionnaire</i></td> <td data-bbox="844 757 1003 831">20%</td> <td data-bbox="1003 757 1098 831"></td> <td data-bbox="1098 757 1182 831">✓</td> <td data-bbox="1182 757 1303 831">✓</td> <td data-bbox="1303 757 1417 831">✓</td> </tr> <tr> <td data-bbox="480 831 844 869">Examination</td> <td data-bbox="844 831 1003 869">0%</td> <td data-bbox="1003 831 1098 869"></td> <td data-bbox="1098 831 1182 869"></td> <td data-bbox="1182 831 1303 869"></td> <td data-bbox="1303 831 1417 869"></td> </tr> <tr> <td data-bbox="480 869 844 918">Total</td> <td data-bbox="844 869 1003 918">100%</td> <td data-bbox="1003 869 1098 918"></td> <td data-bbox="1098 869 1182 918"></td> <td data-bbox="1182 869 1303 918"></td> <td data-bbox="1303 869 1417 918"></td> </tr> </tbody> </table> <p data-bbox="480 958 1417 1025">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="480 1066 1417 1211">Training proposal and learning contract will be used to assess students' ability how to formulate an acceptable self-initiated learning proposal, and incorporate sound planning, organisation of work and objectives, for their self-development in the fashion industry and/or related areas.</p> <p data-bbox="480 1252 1417 1323">The term report will be used to evaluate students' work progress during the training period.</p> <p data-bbox="480 1364 1417 1581">After the internship, a learning portfolio will be submitted by the students and it will be used to assess whether the students are able to deliver a convincing and professional presentation and demonstration of learning experiences and outcomes that stimulate further discussion and debate. The learning portfolio will be also used to evaluate students' independent thinking, teamwork and creativity.</p> <p data-bbox="480 1621 1417 1727">Evaluation questionnaire from the employers or supervisors will be used to evaluate whether the students are applying their knowledge of fashion design, technology and analysis within a broad and extended perspective.</p> <p data-bbox="480 1767 1417 1912">Students who have satisfactorily completed this subject (achieving a D grade or above) is equivalent to fulfil the WIE requirement. At the end of the semester, CAPS will update the Student Record System to indicate the fulfilment of the mandatory WIE placement for graduation.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	Continuous Assessment	100%	✓	✓	✓	✓	1. <i>Training Proposal/Learning Contract</i>	20%	✓		✓		2. <i>Term report</i>	20%	✓	✓	✓		3. <i>Learning Portfolio</i>	40%		✓	✓	✓	4. <i>Evaluative Questionnaire</i>	20%		✓	✓	✓	Examination	0%					Total	100%				
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Student Study Effort Expected	Class contact:	
	• Seminar	12 Hrs.
	• Training Workshops	12 Hrs.
	• Reflection and review tutorials, & Consultation	14 Hrs.
	Other student study effort:	
	• Learning under supervised practice (270 hours of attachment)	90 Hrs.
	• Continuous Assessment and Self-study	6 Hrs.
	Total student study effort	135 Hrs.
Reading List and References	Nil	