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Embedding Product Life-cycle Management (PLM) in Higher Education: A Case Study in Fashion Business

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**INTRODUCTION:**

Research Question: How might Product Lifecycle Management (PLM) be employed to foster a critical mindset and better prepare learners for practical occupational practice?

Product life-cycle management (PLM) combined with business process modelling (BPM) tools are providing organisations with the means to manage the complexities of product that is created, sourced and retailed globally. PLM market evolution is presenting many previously separate and independent processes, disciplines, functions and applications (Peters, 2011; Kemmis, 2014). Challenges of PLM: technical innovation for industry-oriented educational courses:

- Courses traditionally have a function-focus perceiving a "functional skill" inter
- How to evolve in response (Peters et al., 2014)
- Development of IT skills seen as time-consuming and a distraction
- Passports of software makers teaching expertise unlikely
- Frequently "hands-on" practical sessions are typically by way of software vendor's training which include only technical and functional aspects of the system (Peters and Gomez, 2013)
- Traditional education is preparing the campus quagmire in the industry
- There is a paucity of robust evidence of the impact and value of educational developments involving PLM (Grieves, 2011; Khiste et al., 2014).
- Only a few research papers reporting on attempts to design and deliver courses which intensively use enterprise-level systems (Baumgartner and Shankararaman, 2014). The study represents one of the first attempts to embed a PLM philosophy and systems within an undergraduate course aligned with the retail, footwear and apparel (F&A) sector (Altman, 2014). An educational partnership with PTC for their FlexPLM software has been established. A conceptual framework of PLM is used as a means of marshalling industry processes and practices holistically and displaying the interconnected nature of the elements in the process. The work is sought through this intervention is the development of a critical mindset capable of utilizing technological innovations to innovate current / traditional processes and practices and create alternatives that respond to the demands and opportunities of new times, new needs and changes in circumstances.

**METHODS:**

**DATA ANALYSIS:**

This study represents one of the first attempts to embed a PLM philosophy and systems within an undergraduate course aligned with the retail, footwear and apparel (F&A) sector (Altman, 2014). An educational partnership with PTC for their FlexPLM software has been established. A conceptual framework of PLM is used as a means of marshalling industry processes and practices holistically and displaying the interconnected nature of the elements in the process. The work is sought through this intervention is the development of a critical mindset capable of utilizing technological innovations to innovate current / traditional processes and practices and create alternatives that respond to the demands and opportunities of new times, new needs and changes in circumstances.

**REFERENCES:**


Concurrent Engineering, 22(2), 123-134. doi:10.1177/1063293X13520316


Further Information:

http://en.wikipedia.org/wiki/PLM

http://www.ptc.com/education


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I would like to express my gratitude to Mark Lyness and the team at PTC for proposing the educational partnership for FlexPLM, to Niyi Adewale and Vivek Khiste from ITC Infotech for support with software installation and training, to Mark Harrop and Morag Ashworth at WhichPLM for their expert advice and encouragement, to Nicola Tarratt at George at Asda for her support during PLM event week.

**ITF**

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Meyer, J. H., & Land, R. (2005). Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning. The study represents one of the first attempts to embed a PLM philosophy and systems within an undergraduate course aligned with the retail, footwear and apparel (F&A) sector (Altman, 2014). An educational partnership with PTC for their FlexPLM software has been established. A conceptual framework of PLM is used as a means of marshalling industry processes and practices holistically and displaying the interconnected nature of the elements in the process. The work is sought through this intervention is the development of a critical mindset capable of utilizing technological innovations to innovate current / traditional processes and practices and create alternatives that respond to the demands and opportunities of new times, new needs and changes in circumstances.