UWE Bristol | University of the West of England

MODULE SPECIFICATION

Part 1: Information	

Module Title	Work Placement and Experience

Module Code	UPCPMN-30-3	Level	3

For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	ACE	Field	Cultural Industries

Department	DACI
Contributes towards	BA (Hons) Media Culture and Communication; BA (Hons) Media and Cultural Production (optional for both)
Module type:	Project
Pre-requisites	None
Excluded Combinations	None
Co- requisites	None
Module Entry requirements	Securing an appropriate placement offer approved by the Module Leader; Completing the required UWE application and placement organisation details forms; Completing a minimum 20 days equivalent work placement by the commencement of term one of Level 3

Part 2: Description

This module explores links between work placement experience and skills, knowledges and inquiry undertaken on the relevant degree programmes. Students will undertake a work placement in the summer break between the end of Level 2 and the commencement of Level 3. The placement will give students practical experience of seeking and obtaining a work placement that is relevant to one or more of the learning goals of the relevant degree programmes. For instance, experience will contribute to students' understanding of contemporary and emerging developments in the creative economy and/or of the impact of difference, diversity and inequality on the production, consumption, interactivity and engagement in the cultural sector. In-class exercises on public speaking, cv-building and so on supplement the career skills development of the module.

Students conduct ethnographic research while on placement and are supported in developing this into a research essay or report in subsequent assignments. Critical reflection on personal strengths and areas of development is incorporated in this research on the placement experience. Students develop a range of research methods according to the requirements of their independent projects. Presentation skills are developed in a presentation and poster assignment. Students have sessions with UWE Careers staff to support their preparation for their lives after graduation.

Eligible students will be identified in the third term of Level 2. They will be students who can demonstrate their ability to work independently and are able to comply with the requirements for access onto the module:
These are:
- Mandatory attendance at 2 hour workshop in the second semester of Level 2;
- Ability to reflect critically on future ambition and current skills in the process of researching potential placement hosts;
- Securing an appropriate placement within the relevant cultural or creative industries to be completed by

- the deadline set by the module leader;
- Satisfactorily completing a 20 day minimum work placement in an approved placement organisation;
- Demonstrating good time management skills and complying with required professional standards of behaviour at all times

All placements must be completed or near completion by the start of semester one in Level 3. All potential placement opportunities will be subject to prior approval by the module leader. The student must complete all required approval and placement organisation registration forms as required by UWE to have their placement approved. Enrolment on the module will not be confirmed by the module leader unless all of these requirements are met.

Part 3: Assessment

Criteria	Relates to learning outcomes	Source of evidence
Description of placement organisation and key tasks undertaken	1, 2, 3, 4,	A1, A2
Analysis of placement organisation context, issues and challenges	1, 5,6,7	A2, A3
Critical reflection linking placement to relevant themes and issues in digital culture	6,7,8	A1, A2, A3
Structure, clarity and presentation	2,8	A1, A2, A3

Plagiarism to be monitored via online submission resources for A3 and in class moderation for A2 (n/a to A1). A1, A2 include formative element for development of A3.

Identify final timetabled piece of assessment (component and element)	**Component A3**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Logbook/Critically Reflective Diary	20%
2. Presentation and Poster in Class (15 mins)	40%
3. Research Project (2,500 words)	40%
Component B **Description of each element**	**Element weighting** (as % of component)
N/A	
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Logbook/Critically Reflective Diary	20%
2. Presentation and Poster Documentation	40%
3. Research Project (2,500 words)	40%
Component B **Description of each element**	**Element weighting** (as % of component)
N/A	

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will be able to: 1. Identify and appraise the knowledge and skills of communication, collaboration and reflection developed and acquired through the work-based learning (A1,A3) 2. Demonstrate professional oral and visual communication skills, making use of appropriate tools to illustrate their oral communications (A2) 3. Provide evidence of independence, self-awareness, time management and problem-solving in responding to workplace challenges and to the module assignment briefs (A1, A2, A3). 4. Demonstrate a substantial understanding of the workplace organisation's industry context, key goals and activities and the kinds of responsibilities and challenges of working in that professional organisational context (A1, A2, A3) 5. Identify and use relevant source material through which to contextualise their work-based learning (A1, A2, A3) 6. Identify the links between the experience of work and the theories and debates which underpin the field of study (A1, A3) 7. Reflect upon the practical challenges encountered when completing a work-based project, and identify potential solutions to such challenges (A1, A2) 8. Report on their experiences and integrate their findings with an existing body of relevant literature (A2, A3).
Key Information Sets Information (KIS) **Contact Hours**	**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	48	92	160	300	✅

Total assessment of the module:		
Written exam assessment percentage	0%
Coursework assessment percentage	60%
Practical exam assessment percentage	40%
	100%

Total Assessment

Reading List	There is no single core textbook for this module, therefore access to a range of excerpts will be provided either in print or online as required. Students are not required to buy any audiovisual media or books for this module. Module staff will recommend readings to individual students according to the needs of their projects. Students will also be expected to find their own further reading in support of their particular projects.

The development of literature searching skills at level three is supported by a Library seminar provided within the semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Titles below added to online facility:

Cohen, P (2006) 'Re-doing the knowledge: labour, learning and life stories in transit' *Journal of Education and Work* Vol. 19 No.2, pp.109-120

Douglas, A (2010) *The Essential Work Experience Handbook. 3rd Edition* London: Gill Education.

Fanthome, C (2004) *Work Placements: A Survival Guide for Students* London: Palgrave MacMillan.

Guile D & Griffiths T (2001) Learning Through Work Experience in *Journal of Education and Work, Vol. 14, No.1.* pp.113-131.

Moon, J. (2006) *Learning Journals: A Handbook for Academics, Students and Professional Development,* New York: Routledge.

Rook, S. (2016) *Work Experience, Placements and Internships*. London: Macmillan Education.

Zemblyas, M (2006) 'Work-based learning, power and subjectivity: creating space for a Foucauldian research ethic' *Journal of Education and Work* Vol 19 No.3 pp.291-303.

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First CAP Approval Date	May 2010 through Faculty Committee			
Revision CAP Approval Date	21 March 2017	Version	6	Link to MIA
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