

**CDA4 Programme Design Template
Module specification (with KIS)**



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice 3: Work Experience and Future Directions				
Module Code	UACA KS-15-3	Level	3	Version	1.1
Owning Faculty	Arts, Creative Industries and Education	Field	Cultural and Media Studies		
Contributes towards	BA (Hons) Filmmaking and Creative Media				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	1 June 2012 24 June 2013
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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. Demonstrate knowledge and understanding of professional working practices, such as: employer/client's expectations; the possibilities and constraints which affect a chosen working situation; issues relating to employment and self-employment in relation to current and changing industry/professional needs the requirements of audience/market in a specific creative context/s (Component A, elements 1, 2 & 3); 2. Through research, analysis and application, demonstrate engagement with appropriate literature for their identified field and relate conceptual and theoretical practices to those which occur in professional contexts (Component A, elements 1 & 2); 3. Demonstrate and critically evaluate the development of a range of identifiable skills (professional, practical, and intellectual) within the workplace (Component A, elements 1 & 2); 4. Evaluate, document and present experience of work in a specific professional context/s, analysing performance and demonstrating understanding of the professional requirements of the discipline (Component A, elements 1 & 2); 5. Critically evaluate their own practice, skills, attributes and aptitudes, reflecting on their career intentions and ambitions towards identified roles in the media industry and personal strategies for future career development (Component A, elements 1, 2 & 3);

	<ol style="list-style-type: none"> 6. Formulate an effective creative strategy for self promotion, drafting, developing and refining appropriate personal marketing materials presented to a professional standard for a future career in professional media production (Component A, element 3); 7. Demonstrate a range of higher level employability (self management and people) skills, such as: presenting themselves and their work in a professional and coherent manner, interacting effectively with others through collaboration and negotiation; communicating verbally, visually and in writing with a range of target audiences (Component A, elements 1, 2 & 3); 8. Demonstrate their ability to manage independent learning effectively (Component A, elements 1, 2 & 3); <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Evaluate, review and critically reflect on the work of others in relation to professional standards and career intentions; • Contribute to the organization and content of collective promotion and or exhibition initiatives; • Contribute to debate, discussion and collaborative effort to address creative and professional tasks.
Syllabus Outline	<p>Students will be expected to have accumulated a minimum of 15 days (120 hours) work experience by this point in the award. On the basis of this experience and of the previous Professional Practice elements of the programme, students will now experience how to :</p> <ul style="list-style-type: none"> • Write evaluative reports based on the accumulated experience described above; • Make self diagnostic description of their individual strengths and weaknesses in relation to professional media production; • Maintain their own professional development, particularly through the continued acquisition of craft and technical production skills; • Develop higher level employability and professional skills; • Identify appropriate resources and develop their research and information analysis skills to support and deepen their knowledge and understanding of professional practice in the media production industries; • Consider a range of career, employment and further development strategies and develop a plan for sustainable future career development in those industries. <p>A series of workshops, seminars and practical exercises will develop and extend knowledge and skills in relation to such topics as: research and information analysis skills, networking, pitching, preparing for interviews, freelance business skills, such as costing time and work, ethical concerns and defining personal values, sustainable career development, self-employment, employment and 'portfolio careers', postgraduate study and continuing professional development (CPD), graduate placement schemes, careers fairs, UWE careers service support for and beyond graduation, portfolio reviews; preparing effective CVs and personal promotional materials and developing appropriate self marketing strategies, particularly on-line.</p>
Contact Hours/Scheduled Hours	Module delivery will be based on approximately 30 hours of scheduled contact time as below.
Teaching and Learning Methods	<p>This module will draw on a range of study skills support opportunities such as embedded study skills sessions within the curriculum, plus current university-wide strategies such as the Graduate Development programme, personal tutoring and peer assisted learning, including opportunities for peer assessment.</p> <p>Students are required to secure 15 days of work experience. This could be made up</p>

of more than one placement, although individual placements should be of a substantial enough time to enable the student to experience rather than observe the workplace. The choice of placement is subject to staff approval. It is negotiated and documented to specify the location and duration of the placement along with any additional information to be agreed, such as the student's role and possible remuneration, support available within the workplace and the timing and nature of the activity that the student will be engaged in. These days should be arranged outside the teaching schedule so they do not conflict with students' attendance at the taught programme. Formative assessment on the development of students' work experience plans and professional practice progress and documentation will be made throughout Level 1 and Level 2. This will take place in the *Professional Practice* modules and additionally in L1 during *Creating Screen Fiction* and in L2 during *Documentary Research and Practice* in scheduled sessions, personal tutorials and via peer feedback in group seminars.

This activity then forms the basis upon which the other forward-looking activities of this module are launched. Students consolidate and refine their knowledge and understanding of their practice in relation to the professional context, focus their career aspirations and develop strategies for graduation and progression to employment or further study. This module will draw on a range of study skills support opportunities such as embedded study skills sessions within the curriculum, plus current university-wide strategies such as the Graduate Development programme, personal tutoring and peer assisted learning.

Scheduled learning includes a series of lectures, seminars and workshops covering the syllabus listed above, guest lectures from industry speakers and from successful alumni to demonstrate examples of professional working practice, and provide case studies of evolving career paths, and technical instruction on appropriate soft-wares to enable the development of self-promotional materials. All of the above will be underpinned by individual tutorial provision by subject teaching staff to ensure that each student's particular aspirations are effectively supported and guided.

The UWE Careers Development Unit contributes significantly at this stage, in relation to recruitment fairs, support for CV development, 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 Professional Practice File.

The Professional Practice 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. The File may take the form of a physical document, or digital "blog".

Scheduled learning includes lectures, seminars, workshops and technical instruction = 30 hours

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. = 30 hours

Placement learning: practice placement/s as described above = 90 hours

Key Information Sets Information

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.

Key Information Set - Module data				
Number of credits for this module				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	30	30	90	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	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Essential Reading Students must demonstrate engagement with the most up-to-date material to support their graduate employability and is anticipated that much appropriate material will be in trade publications and on-line. An on-line module handbook will reflect the range of reading to be carried out and up-dated links to a range of sources will be provided via Blackboard.

Further Reading Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

Access and Skills Library sessions are offered to support the development of literature searching skills. 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 Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module handbooks or Blackboard pages.

Books

Angell, R. (2009) *Getting Into Films and Television*. Revised and updated 9th ed. Oxford: How To Books.

De Grunwald, T. (2008) *Dude, Where's My Career: the Guide for Baffled Graduates*. Chichester: Summersdale Publishers Ltd.

Ellis, E. (2005) *VGM Career Books: Opportunities in Broadcasting Careers*. New York: McGraw-Hill.

Gentle, R. (2001) *Read This: Business Writing that Works*. London: Prentice Hall.
 Holland, P. (2000) *The Television Handbook*. 2nd ed. London: Routledge.
 Levinson, L. (2010) *Filmmakers and Financing: Business Plans for Independents*. 6th ed. Oxford: Focal Press.
 Llewellyn, S. (2003) *A Career Handbook for TV, Radio, Film, Video and Interactive Media*. 2nd ed. London: Skillset.
 Moon, J. (2007) *How to Make an IMPACT: Influence, Inform and Impress with Your Reports, Presentations and Business Documents*. London: Financial Times.
 Peake, S. (published annually) *The Guardian Media Guide*. London: Guardian Books.
 Perkins, S. (2006) *Talent is not enough: Business Secrets for Designers*. Indianapolis, IA: New Riders.
 Quinn, E. and Counihan, J. (2006) *The Pitch*. Oxford: Focal Press.
 Rankin, I. (2009) *Writers and Artists Yearbook 2009*. London: A&C Black.
 Russell, E. (2008) *The Fundamentals of Marketing*. Lausanne: AVA Academia.
 Sharp, E. (2009) *How to Get a Job in Television*. London: A&C Black.

On-line resources

4talent@channel4.co.uk
www.bbc.co.uk/jobs
www.bristolmedia.co.uk
<http://www.businesslink.gov.uk/bdotg/action/home?site=106>
<http://creativecommons.org/>
www.creativeengland.co.uk
www.creativegreenhouse.org.uk
www.creativepeople.org.uk
www.creativesouthwest.org.uk
<http://www.depict.org>
www.encounters-festival.org.uk
<http://www.festivalfocus.org/>
www.jobsinbroadcast.co.uk
www.kays.co.uk
www.theknowledgeonline.com
www.mandy.com
www.media-contacts.co.uk
www.media.guardian.co.uk
www.nesta.org.uk
www.shootingpeople.org
www.skillset.org.uk
www.startintv.com
www.theproductionguide.co.uk
www.whitebook.co.uk

Part 3: Assessment

Assessment Strategy

The range of summative assessment is designed to enable students to develop and demonstrate for the purposes of assessment their acquisition of the skills, knowledge, understandings and experiences that will enable them to meet the learning outcomes. It is as follows:

Component A, 1: Work Experience Evaluative Report and supporting materials 60%

Guidance for the work experience evaluative report will be given in the Module Handbook; it should be a professionally presented 2,000 word document.

Component A, 2: Professional Practice File, including self-promotional materials 40%

This portfolio will contain a selection of professional practice demonstrating engagement with the learning outcomes of the module, guidance for which will be given in the Module Handbook.

	Assessment Criteria	Relating to Learning Outcomes
	1. Evaluation and presentation of work experience, demonstrating understanding of the professional requirements, processes and protocols of the discipline;	1, 3, 4, 7
	2. Depth of critical and contextual understandings;	1, 2, 3, 4, 5
	3. Reflection on their own practice, skills, attributes and aptitudes in relation to their career intentions;	1, 2, 3, 4, 5, 7
	4. Research and analysis of information to establish a clear direction in relation to employment and/or further study, relating to personal interests and ambitions;	1, 2, 5
	5. Research and identification of strategies to develop a sustainable career in professional media production;	1, 2, 5, 6
	6. Refined development and professional presentation of CV and appropriate self-promotional/marketing strategy;	1, 5, 6, 7
	7. Demonstration of ability to manage independent learning effectively and to explain and articulate it.	1, 2, 3, 4, 5, 6, 7, 8

Identify final assessment component and element	Component A2	
% 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. Work Experience Evaluative Report (2000 words) + supporting materials	60%	
2. Professional Practice File including self-promotional materials	40%	
Component B Description of each element	Element weighting (as % of component)	
1.		
2.(etc)		

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)

1. Work Experience Evaluative Report (2000 words) + supporting materials	60%
2. Professional Practice File including self-promotional materials	40%
Component B Description of each element	Element weighting (as % of component)
1.	
2.(etc)	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	