University of the
West of England
UWE
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice				
Module Code	UADANQ-15-M GD405		Level	M	Version	1
Owning Faculty	ACE		Field	Design	
Contributes towards	MA Graphic Design				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	N/A		Co- requisites	None	
Excluded Combinations	n/a		Module Entry requirements	n/a	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	1 August 2012

Part 2: Learning and Teaching	
Learning Outcomes	On satisfactory completion of this unit students will be able to: 1. critically analyse the impact of behaviour on their and others ability to act in a creative manner. (Comp. A2,3 + B1) 2. provide a clear explanation of how different organisational structures affect the creative process. (Comp. A2,3) 3. critically analyse an organisations'/persons' strategic position and identify potential pathways for the future. (Comp. A1,2 + B1) 4. identify possible career development opportunities for the future and generate a realistic plan to realise them. (Comp. A2)
Syllabus Outline	**Content and Syllabus** Building on previous units of study *Professional Practice* works in conjunction with *External Practice Module* to provide the student with greater insight into how to successfully operate and survive in his/her chosen industry or world. Regardless of whether the student intend to set up his/her own studio or workshop, pursue full time employment in a 'for-profit' business or work within an artistic institution or Non-Government Organisation (NGO) the module will provide the student with theoretical models and practical tools to help him/her better understand his/her professional environment and take control of their creative future.

	Professional Practice Module will explore what creativity means in an organisational and business context and the implications on the student as a practitioner or maker in both a personal and wider context. It will consider the value of the 'creative' industries and its practitioners at a macro level looking at the social, business and political forces and factors that both influence and are influenced by them. The unit will focus on how the student can apply reflective practice in a day-to-day context to improve his/her relationships building, day-to-day practice and managerial skills with particular reference to understanding the implications of his/her actions on key stakeholders perceptions and the impact this has on the creative process and their ability to function successfully in a creative environment. Seminar discussions, augmented by a series of visiting speakers from across the spectrum of the 'creative' industries including practicing artists, makers and designers, will explore issues such as understanding, working with and managing creative cultures, people and teams. In addition the student will also look at how to apply his/her innate creative skills to help his/her vision and take control of their future, act strategically, understand and manage their money and identify and exploit opportunities. Through discussion with their tutor and review of their practice, the students will identify and undertake research into a creative businesses or institution appropriate to their subject area. They may wish to use this opportunity to identify potential organisations and companies for professional practice links and possible work placement within the *External Practice* unit. **Core topics may include:** Definitions and value of creative industries Entrepreneurial business thinking Understanding the value of creative cultures Working with creative people and networks Mentoring and creativity Reflection, vision and taking control of your future Identifying and exploiting opportunities through marketing Understanding and managing your money
Contact Hours/Scheduled Hours	Learning Hours 150 Contact Hours 60 Independent Learning hours 90
Teaching and Learning Methods	Whilst lectures are the principal teaching method used for the presentation of course content, a wide variety of other techniques and approaches are employed to enrich the delivery and to cater for different student learning styles and preferences. **Scheduled learning** includes lectures, seminars, set exercises, oral presentations, role-play, case studies, guest speakers, online surveys and tutorials. **Independent learning** includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table above. Scheduled sessions may vary slightly depending on the module. **Teaching and Learning Methods** • Group and Individual Tutorials • Seminars and Lectures • Specialist workshops and seminars from key practitioners • Work in progress reviews • Group Discussions • Presentations

Reading Strategy	**Required Reading List**
	Any essential reading will be indicated clearly, along with the method for accessing it, The Alexander College library will hold copies for loan as well as copies for reference only to improve access to required texts. Students will be encouraged to obtain their own copies of required reading. The required reading list will be posted on the course website. Module guides will also reflect the range of reading to be carried out.
	Recommended Reading
	Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.
	Access and Skills
	The development of literature searching skills is supported by a Library seminar provided during induction week. Students will be presented with further opportunities within the course to develop their information retrieval and evaluation skills in order to identify such resources effectively. 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. However, as indicated above, *current* advice on readings will be available via the module guide.
Indicative Reading List	**Reference Material**
	Essential
	- Ind, Nicholas and Watt, Cameron. (2004). *Inspiration; Capturing the creative potential of your organisation*. Basingstoke: Palgrave Macmillan. - Kelley, Tomas (2004). *The Art of Innovation*. London: Profile. - Art and Design. (1997). *Curating: The Contemporary Art Museum and Beyond*. London: Art and Design Magazine (Profile 52, Vol. 12). - Eisenhardt, K. (1989). *'Building theories from case study research'*. Academy of Management Review, 14 (4), pp.532-550. - Dahlerberg, Karin. (2001). *Reflective Lifeworld Research*. Sweden: Studentlitteratur.
	Recommended
	- Morgan, Gareth. (1997). *Imaginization, New Mindsets for Seeing, Organizing, and Managing*. London: Sage Publications. - Kao, John. (1997). *Jamming. The art and discipline of business creativity*. New York: Harper Collins Business. - Henry, Jane. (2001). *Creativity and Perception in Management*. London: Sage Publications. - Tate Gallery Liverpool. (2004). *Art, money, parties: new institutions in the political economy of modern art*. Liverpool: Liverpool University Press, (Tate Liverpool critical forum; vol.7). - Bourdieu, Pierre. (1993). *The Field of Cultural Production*. Cambridge: Polity

	Press. Further reference material relating to both generic and specialist discourses will be articulated through unit handbooks (issued at the start of the unit) and via online teaching and learning resources.

Part 3: Assessment

Assessment Strategy	**Assessment Requirement** This module is being assessed on 1 Research Report, 1 Written Proposal, 1 Presentation and 1 Journal. **Component A:** 1. Research and Practice Development Report of 1000 words (O3) 2. Written Professional Proposal of 1500 – 2000 words (O1, O2, O3, O4) 3. 15 Minutes presentation upon the work undertaken on this module (O1,O2) All assignments and/or projects given to students in the class are explained visually and verbally in the class by the lecturer and they require the students to undertake the required practical or/and written design work accompanying this with detailed sketchbook, research work development and final Graphic Design work *(if required by particular assignment / project). (learning outcomes, assessment criteria and evidence required, are analysed in detail in the project brief given to the students)* The presentations must cover and analyse the work undertaken on particular project, the student must also explain the specific visual decisions taken and solutions given to problems. The student will also have to self-evaluate and analyse the evidences provided by the student that cover the needed outcomes required by the project. **Component B** 1. Journal Documenting all activities of the external practice project (O1,O3) All projects/assignments require a widespread piece of research and sketchbook work with evidence of self-evaluation and in some cases evaluation of the work of others. Research material must be analysed and synthesised creatively and with evidence of detailed study upon particular research. Students in our master's level must show evidence of being able to deal with complex issues both systematically and creatively, to make sound judgements in the absence of complete data, and to communicate their conclusions clearly to specialist and non-specialists. The student must comment upon findings and appraise critically current research material and advanced scholarship in the graphic design discipline. The student through these assignments/projects should establish self-direction and innovation in tackling and solving problems, and act autonomously in planning and implementing tasks at a postgraduate and professional level. Sketchbooks must always show investigation and creativity with various ideas generating techniques and approaches as well as with own comments and thoughts, images, illustrations, interviews with people, copies of text, references to books, articles, magazines, websites etc. During each project / assignment, students are formatively assessed through the presentation of their work at feedback sessions, during which they may be asked to explain and justify their work and to demonstrate the process of development, thinking and research. Other learners and lecturers are normally present and are invited to contribute to the discussion. We always welcome undergraduate students to participate in these presentations. **Summative assessment feedback** For each assessment which is marked and graded, students will be provided with an Assignment Feedback Sheet which will show the marks awarded and will

	contain formative feedback comments to explain how the marks were awarded and offer advice about how to improve.

Identify final assessment component and element	**B/1**	

	A:	**B:**
% weighting between components A and B (Standard modules only)	**60**	**40**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Research and Practice Development Report of 1000 words	40
2. Written Professional Proposal of 1500 – 2000 words	40
3. 15 Minutes presentation upon the work undertaken on this module	20
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Journal Documenting all activities of the external practice project	100

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Research and Practice Development Report of 1000 words	40
2. Written Professional Proposal of 1500 – 2000 words	40
3. 15 Minutes presentation upon the work undertaken on this module	20
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Journal Documenting all activities of the external practice project	100

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.