**CORPORATE AND ACADEMIC SERVICES**

## MODULE SPECIFICATION

| Part 1: Basic Data | | | | | | |
|---|---|---|---|---|---|---|
| Module Title | Professional Practice and Work Experience in Photography 2 | | | | | |
| Module Code | UALAQU-15-2 | | Level | 2 | Version | 1 |
| Owning Faculty | ACE | | Field | Lens and Moving Image | | |
| Contributes towards | BA (Hons) Photography | | | | | |
| 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 | 26th March 2013 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>1. Demonstrate understanding of a range of roles and activities involved in their subject area and the opportunities for employment within them<br>2. Identify the skills and attributes of those employed in a range of activities within their area of practice<br>3. Analyse the professional working practice of specific roles in their subject through the research, development and presentation of case studies<br>4. Evaluate the working practices of a practitioner, studio, or related professional activity and relate this knowledge to their own practice and career intentions<br>5. Analyse specific aspects of their own area of practice in relation to the broader contexts of contemporary creative industries<br>6. Formulate self-promotional materials and presentations to a professional standard<br>7. Demonstrate creative, enterprise and professional skills in communicating effectively with a target audience<br>8. Work collaboratively<br>9. Identify and apply communication skills and methods relevant to professional practice within a chosen discipline<br>10. Present themselves and their work in a manner that demonstrates understanding of professional requirements. |

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| | All assessed through Components A1 and A2. |
| Syllabus Outline | This module enables students to broaden their knowledge and understanding of their area of practice in relation to the professional context; how it operates and where employment or other commercial opportunities exist. Delivery is focused upon the development of research skills and the evaluation of information through specific activities such as presentations and case studies. The module is designed to contribute the development of students' contextual understanding of their discipline, delivered throughout the programme, and focus this towards identifying personal career aspirations and the opportunities offered, directly and indirectly, by the industry.

During the module, students are encouraged to begin to articulate their own interests within the range of disciplines encompassed by their subject and link these to the skills and attributes required by specific professional roles. This is intended to support students in identifying their own personal direction and allowing them to make an informed use of the choices open to them in the second half of the programme through links to long-term career goals,

Students will work in small groups of like-minded individuals who collaborate in generating the research and development of an illustrated case study. Each group makes a summative group presentation to their peers about their findings at an interim stage of the module.

Students work as individuals to develop methods of promoting themselves to their target employer/s. This includes the design and development of a CV, letter of introduction/personal statement and the design and planning of a personal on-line presence that could house an online portfolio in the future. These tasks are presented for assessment in the Professional Practice File along with notes on the summative group presentation and the individual student's role within that group.

The materials in the professional Practice File will build on the materials students have initially developed at Level One. The Professional Practice File may be submitted as an online presence (i.e. blog or website).

**Work Experience/Work Based Learning**

During the course of this module students are required to address approximately 36-40 hours of their study to engagement with work experience. This could be made up of a placement or number of shorter placements or working on live briefs in a relevant area as set by the programme.

Students will produce a Work Experience Document that will:

    • research and critically analyse chosen aspects of contemporary professional practice and apply this knowledge to the evaluation of their own strengths and career aspirations.

    • recognise, explore and articulate the links between their work-based learning with their academic programme (and vice versa);

    • explore, identify and build on their skills, personal development and interests

    • develop a variety of transferable 'employability' skills and abilities such as time management, self presentation and reflection, research skills

The Work Experience Document will include:

    -   a reflective report on engagement undertaken (500 words)
    -   notes on research undertaken to support the report |

| | - relevant images |
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| Contact Hours | The indicative contact time for this module is 36 hours and students can expect an average of 1.5 hour weekly contact. Contact time with staff will take the form of a diverse series of activities including lectures and workshops, seminar and tutorials where appropriate. Content will be divided between practical business elements and formulating an approach to work experience and outward facing elements. |
| Teaching and Learning Methods | Lectures and seminars underpin the learning process by delivering factual information and setting out issues to be considered. These offer examples and critiques of existing practice.

Visiting speakers are also invited to demonstrate examples of professional working practice.

Support for the development of methods for effective research is delivered through workshops involving the UWE Library, for example. Students are also supported in the research and development of the case study by guidelines that define a set of questions concerning the philosophy, creative and professional methodologies, and 'target market' of their example. The set questions encourage students to use a range of research methods to gather key information; this includes the requirement to engage in primary research through contact and interview with practitioners as well as secondary research methods. This activity is monitored and supported through group tutorials where the sharing of information is encouraged.

Workshops and lectures supporting professional development and practical presentation skills are also delivered throughout and are supported by the UWE Careers Development Unit. These workshops include such topics as: the nature and use of a CV; design for the web; organizing time and resources; how to organize and deliver a presentation.

UWE Careers is signposted again at this stage, in relation to recruitment fairs, individual support, 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 assessment submissions.

Group presentations allow the students to develop a range of key/transferable and professional skills. These include teamwork, negotiation and communication and the practical manipulative skills inherent in professional visual presentations.

The Professional Practice File, as introduced in Professional Practice 1 is also used in this module. The 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. |

| Key Information Sets Information | | | | | | |
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**Key Information Set - Module data**

| Number of credits for this module | | | | 15 | |
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| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | |
|---|---|---|---|---|---|
| 150 | 36 | 114 | | 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: | | |
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| Written exam assessment percentage | | |
| Coursework assessment percentage | 100% | |
| Practical exam assessment percentage | | |
| | 100% | |

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**Reading Strategy**

All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online.

Any essential reading is available in the Bower Ashton Library and will be indicated clearly in the module brief. The currency of information may wane during the life span of the specification, consequently current advice on readings will be available through more frequently updated mechanisms such as the handbook and intranet, these will be revised annually.

Under the university's Copyright Licensing Agency (CLA) permit, reading packs with relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module. Text excerpts from books published in the UK may also be available via UWE Online Digital Collections, where permissible, during the module period.

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**Indicative Reading List**

**Essential Reading**

| Pritchard, L (2011) | *Setting Up a Successful Photography Business* | London: Bloomsbury |
|---|---|---|
| Thomas, G and Ibbotson, J (2003) | *Beyond the Lens* | Association of Photographers |

| | **Suggested Reading** | | |
|---|---|---|---|
| | Aplin, T [2005] | *Copyright Law in the Digital Society* | Hart Publishing |
| | Barrow, C [2002] | *The Complete Small Business Guide* | London: Capstone |
| | Caves, R [2000] | *Creative Industries: contracts between arts and commerce* | Boston:Harvard University Press |
| | Griffiths, J (2011) | *The Bigger Picture: The Essential Guide For Photographers* | London: Plain Tree Press |
| | Haynes, R [2005] | *Media Rights and Intellectual Property* | Edinburgh University |
| | Howkins, J. (2007) | *The Creative Economy: How People Make Money From Ideas* | London: Penguin |
| | Negus, K. & Pickering, M (2004) | *Creativity, Communications and Cultural Value* | London: Sage |

**Journals**
Lurzer's International Archive
Aperture
Artists newsletter
Blue Print
British Journal of Photography
Creative Review
Hotshoe
Photoworks
Portfolio (back issues)
Source

**Websites**
**a-n** – website for Artists Newletter Magazine - http://www.a-n.co.uk
**AOP (Association of Photographers)** - home.the-aop.org
**Arts Council of England** - www.artscouncil.org.uk
**Arts Matrix** – www.artsmatrix.org.uk
**BRAVE** – Bristol-based new business start up – www.brave.org.uk
**RPS (Royal Photographic Society)** www.rps.org
**Keynote Project**
**Lürzer's International Archive -**http://www.luerzersarchive.net
**Le Book** - www.lebook.com/gb/

| Part 3:  Assessment |
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| Assessment Strategy | Assessment strategies within the programme that this module contributes to reflect the Faculty of Art, Creative Industries and Education's philosophy which considers assessment to be part of the learning process.

Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements, and to support the monitoring of progress by tutors and students. Assessment methods used are varied, are relevant in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience |

that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers.

The principle of 'learning through making' is core to learning strategies in the Department of Creative Industries – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas.

At assessment, therefore, students are expected to present evidence of work which demonstrates engagement with the minimum number of learning hours for the module (contact and independent study hours).

Forms of assessment used as part of the overall programme include:

- Presentation and participation in studio-critique
- Poster presentation
- Group and individual visual presentations
- Group and individual verbal presentations
- Written Assignments – forms of writing relevant to the creative industries, including academic/essay and industry focused/report writing
- Group critiques
- Peer and self-assessment
- Evaluative and reflective outcomes, including visual, verbal and written

Formative and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this.

Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.

| Identify final assessment component and element | **Professional Practice File** | |
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| | **A:** | **B:** |
| **% weighting between components A and B** (Standard modules only) | **100%** | |

| **First Sit** | |
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| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
| 1. Professional Practice File, participation in summative group presentation | 70% |
| 2. Work Experience Document | 30% |
| **Component B** <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
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| Resit (further attendance at taught classes is not required) | |
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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1. Professional Practice File, documentation of presentation material (e.g. powerpoint presentation with notes), | 70% |
| 2. Work Experience Document | 30% |
| **Component B**<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
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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.