



**MODULE SPECIFICATION**

| Part 1: Basic Data          |   |                    |                           |                |         |
|-----------------------------|---|--------------------|---------------------------|----------------|---------|
| Module Title                | Professional Practice and Work Experience in Drawing and Applied Arts 3 |                    |                           |                |         |
| Module Code                 | UAAAQD-15-3   | Level              | 3                         | Version        | 1.1     |
| Owning Faculty              | ACE   | Field              | Art                       |                |         |
| Contributes towards         | BA(Hons) Drawing and Applied Arts                                       |                    |                           |                |         |
| UWE Credit Rating           | 15  | ECTS Credit Rating | 7.5                       | Module Type    | Project |
| Pre-requisites              |   |                    | Co- requisites            |                |         |
| Excluded Combinations       |   |                    | Module Entry requirements |                |         |
| CAP Approval date:          | 26th March 2013   |                    | Valid from:               | September 2013 |         |
| Revision CAP Approval date: | March 2015  |                    | Valid from:               | September 2015 |         |

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| <b>Review date:</b> | September 2019 |
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| Part 2: Learning and Teaching |   |
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| Learning Outcomes             | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Research and analyse sources of information relevant to the further development of their practice and their ambitions towards identified roles and activities involved in their subject area and the opportunities for employment within them</li> <li>2. Locate their practice in relation to their area of creative practice, and identify the professional skills and attributes of those employed in those areas of practice</li> <li>3. Be aware of issues relating to employment and self employment in relation to current and changing industry needs</li> <li>4. Analyse specific aspects of their own area of practice in their subject through the research, development and presentation of individual work plans</li> <li>5. Evaluate, review and critically reflect on their own work, and the work of others in relation to professional standards and career intentions</li> </ol> |

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|                  | <ol style="list-style-type: none"> <li>6. Develop and employ methods of documentation and presentation in self-promotional materials and presentations to a professional standard</li> <li>7. Apply creative, enterprise and professional skills in communicating effectively with a target audience</li> <li>8. Contribute to the organisation and content of collective promotion and/or exhibition initiatives</li> <li>9. Contribute to debate, discussion and collaborative effort to address creative and professional tasks</li> <li>10. Present themselves and their work in a professional and coherent manner.</li> </ol> <p>All assessed through Components A1 and A2</p>  |
| Syllabus Outline | <p>This module enables students to consolidate their knowledge and understanding of their area of practice in relation to the professional context, and develop strategies for graduation and progression to employment or further study.</p> <p>The module is designed to contribute to the refinement of students’ contextual understanding of their discipline, and enable them to focus this towards identified personal career aspirations and the opportunities offered, directly and indirectly, by the industry.</p> <p>Delivery is focused upon the further development of research skills, the analysis of information and application of this in relation to students’ individual work and ambitions. Activities leading towards collective promotion and/or exhibition enable students to extend their ability for collaboration and teamwork.</p> <p>During the module, students are encouraged to articulate their own interests within the range of disciplines encompassed by their subject, building on the development and exploration of these themes earlier in the programme. A series of workshops, seminars and practical exercises will develop and extend knowledge and skills in relation to such topics as:</p> <ul style="list-style-type: none"> <li>Costing time and work.</li> <li>Ethics</li> <li>Sustainable career development</li> <li>Self employment, employment and “portfolio” careers</li> <li>Postgraduate study and continuing professional development (CPD)</li> <li>Graduate placement schemes</li> <li>UWE careers service support for and beyond graduation.</li> <li>Refining their personal promotion materials and preparing for interviews etc</li> <li>Careers Fairs</li> <li>Portfolio reviews (professional)</li> <li>Work-based learning opportunities, including placements, live briefs, and volunteering</li> </ul> <p>In the early part of the module students are first asked to confirm their main areas of interest within the subject <u>or</u> broader professional context, and their own personal direction for career development post graduation, and longer-term goals.</p> <p>This will form the basis for their further research and investigation, and preparation for graduation.</p> <p>For the end of the module, students will produce appropriate collated work and promotional material in relation to their aims and target employer/career progression.</p> |

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|                               | <p>This includes such items as collated practical work such as portfolio, show-reel, contributions to collaborative initiatives etc as appropriate, and an online portfolio. These items are presented for assessment in the Professional Practice and Work Experience File along with a personal progression plan (written and/or alternative format submission), which identifies how personal strengths and weaknesses, and understanding of the professional context the student is aiming for has been developed through the module and critically considers the effectiveness of the outcomes for career progression post-graduation. The Professional Practice and Work Experience File may be submitted as an online presence (i.e. blog or website).</p> <p><b>Work Experience/Work Based Learning</b></p> <p>During the course of the 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.</p> <p>Students will produce a Professional Practice and Work Experience File that will:</p> <ul style="list-style-type: none"> <li>• research and critically analyse chosen aspects of contemporary professional practice and apply this knowledge to the evaluation of their own strengths and career aspirations.</li> <li>• recognise, explore and articulate the links between their work-based learning with their academic programme (and vice versa);</li> <li>• explore, identify and build on their skills, personal development and interests</li> <li>• develop a variety of transferable 'employability' skills and abilities such as time management, self presentation and reflection, research skills</li> </ul> <p>The Professional Practice and Work Experience File will include:</p> <ul style="list-style-type: none"> <li>- a reflective report on engagement undertaken (1,000 words)</li> <li>- notes on research undertaken to support the report</li> <li>- relevant images</li> </ul> |
| Contact Hours                 | <ul style="list-style-type: none"> <li>• Students can expect a total of 36 hours contact time with staff within the context of their other learning and teaching activities. This will include lectures, individual and group tutorials, gallery/site visits, studio-based sessions and work-based learning or project supervision.</li> <li>• Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.</li> </ul>  |
| Teaching and Learning Methods | <p>Lectures, workshops, tutorials 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.</p> <p>Visiting speakers are also invited to demonstrate examples of professional working practice, and provide case studies of evolving career paths. Employer forums and portfolio surgery events are offered within and across programmes.</p> <p>Support and guidelines for effective research builds on the skills introduced earlier in the course. Key headings/questions help students to focus their research into professional contexts, and use a range of research methods and approaches. Primary research, through links to professional contexts is particularly encouraged. This activity is monitored and supported through group tutorials where the sharing of information is</p>   |

encouraged.

UWE Careers continues to be available to all students 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.

Presentations and tutorial and seminar discussions allow the students to develop greater confidence in this aspect of key/transferable and professional skills.

The Professional Practice and Work Experience File, as in Professional Practice and Work Experience 1 and Professional Practice and Work Experience 2, 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. It supports the production of their personal progression plan / exit strategy and must contain evidence from their individual presentation.

Individual Feedback Presentation

Students will give a visual and/or textual presentation to their tutors and tutor group mid-way through the module. Students will select visual and/or textual material which best represents their practice and research methods and give a 10 minute presentation to include Q+A.


Students should have examples of their recent work and also appropriate research material (such as examples of other artists/designers/media practitioners' work) to refer to.

The presentation and subsequent discussion with the student group and tutors is an opportunity for students to review, contextualise and critically reflect upon their practice alongside that of their peers.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Key Information Sets Information

| <b>Key Information Set - Module data</b> |   |                         |                       |                 |   |
|--|---|-------------------------|-----------------------|-----------------|---|
| <i>Number of credits for this module</i> |   |                         |                       | 15              |   |
| 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:

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|--------------------------------------|--|--|--|------|
| Total assessment of the module:      |  |  |  |      |
|                                      |  |  |  |      |
| Written exam assessment percentage   |  |  |  |      |
| Coursework assessment percentage     |  |  |  | 100% |
| Practical exam assessment percentage |  |  |  |      |
|                                      |  |  |  | 100% |

#### 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.

#### Indicative Reading List

**Essential Reading:**

Corfield, R. (1992) *Successful Interview Skills: how to present yourself with confidence*, Kogan Page

**Further Reading:**

Osterwalder, A. & Pigneur, Y. (2010) *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. John Wiley.

Redmond, P. (2010) *The Graduate Jobs Formula: how to land your dream career after graduation*. Richmond: Trotman.

Eisenman, S. (2006) *Building Design Portfolios; innovative concepts for presenting your work*. Rockport.

Bhide A. (2000) *The Origin & Evolution of New Businesses*. OUP.

Bolton, W. and Thompson, B.K. (2000) *Entrepreneurs : talent, temperament, technique*. Oxford, Butterworth-Heinemann.

Bridge, S, O'Neill, K. & Cromie, S. (2009) *Understanding, Enterprise and Entrepreneurship*. 3rd ed. London Palgrave Macmillan.

Burns, P. (2007) *Entrepreneurship and Small Business*. 2nd edition. London: Palgrave Macmillan.

Deakins D. (2006) *Entrepreneurship and Small Firms*. Maidenhead: McGraw-Hill.

Golzen G. and Reuvid J. (2002) *A Guide to Working for Yourself*. Kogan Page Kirby,

David A. (2003) *Entrepreneurship*. Maidenhead: McGraw-Hill.

Kuratko, D.F. and Hodgetts, R.M. (2008) *Entrepreneurship: A Contemporary Approach*. 3rd ed. London, The Dryden Press.

Perkins, S. (2006) *Talent Is Not Enough: Business Secrets for Designers*. Berkeley, CA: Peachpit Press,

Rae, D. (2008) *The entrepreneurial spirit: learning to unlock value*. Dublin, Blackhall

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|  | <p>Publishing.<br/> Timmons, J. (2008) <i>New Venture Creation</i>. 5th edition. Boston: Irwin/McGraw-Hill.<br/> Hopson and Ledger. (2009) <i>And What do You Do? 10 steps to creating a portfolio career</i>. A &amp; C Black,</p> <p><b>Journals</b><br/> Varoom, Creative Review, Eye Magazine, Modern Painters, Tate Magazine ,Computer Arts, Blue Print ,Art Monthly Baseline, Artists and illustrators, Artists newsletter ,Crafts, Creative review, Textile – Journal of cloth and Culture, Selvedge,Art News , Art on Paper, Art Forum, Art Journal, Design Week, The Blue Notebook, American Craft</p> <p><b>Websites</b><br/> <a href="http://www.uwe.ac.uk/careers/students/index.shtml">http://www.uwe.ac.uk/careers/students/index.shtml</a><br/> <a href="http://www.a-n.co.uk">www.a-n.co.uk</a><br/> <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a><br/> www.bristolmedia.co.uk - Bristol Media<br/> www.ccskills.org.uk - Creative and Cultural Skills (Sector Skills Council)<br/> <a href="http://www.creativegreenhouse.org.uk">www.creativegreenhouse.org.uk</a><br/> <a href="http://www.creativepeople.org.uk">www.creativepeople.org.uk</a><br/> www.creativesouthwest.org.uk - Creative Enterprise Gateway<br/> <a href="http://www.makeyourmark.org.uk">www.makeyourmark.org.uk</a><br/> www.ncge.org.uk - National Council for Graduate Entrepreneurship www.nesta.org.uk<br/> -</p> |
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| <b>Part 3: Assessment</b>  |  |
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| <b>Assessment Strategy</b> | <p>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.</p> <p>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.</p> <p>The principle of ‘learning through making’ is core to learning strategies in the Department of Art and Design – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas.</p> <p>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).</p> <p>Forms of assessment used as part of the overall programme include:</p> <ul style="list-style-type: none"> <li>• Presentation and participation in studio-critique</li> <li>• Poster presentation</li> <li>• Group and individual visual presentations</li> <li>• Group and individual verbal presentations</li> <li>• Written Assignments – forms of writing relevant to the creative industries, including academic/essay and industry focused/report writing</li> <li>• Group critiques</li> <li>• Peer and self-assessment</li> <li>• Evaluative and reflective outcomes, including visual, verbal and written</li> </ul> <p>Formative and summative assessment activities that involve students participating in</p> |

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|  | <p>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.</p> <p>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.</p> |
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| Identify final assessment component and element                | Professional Practice and Work Experience File |    |
| % weighting between components A and B (Standard modules only) | A:   | B: |
|  | 100%   |    |

| First Sit  |  |
|--|--|
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b>         | <b>Element weighting</b><br><b>(as % of component)</b> |
| Professional Practice and Work Experience File, participation in Summative Presentation, | 100%   |
| <b>Component B</b><br><b>Description of each element</b>                                 | <b>Element weighting</b><br><b>(as % of component)</b> |
|  |  |

| Resit (further attendance at taught classes is not required)   |  |
|--|--|
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b>   | <b>Element weighting</b><br><b>(as % of component)</b> |
| Professional Practice and Work Experience File, Documentation of presentation material (e.g. powerpoint presentation with notes) | 100%   |
| <b>Component B</b><br><b>Description of each element</b>   | <b>Element weighting</b><br><b>(as % of component)</b> |
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| <p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p> |
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