



Module Specification

Professional Practice and Work Experience in Graphic Design

1

Version: 2022-23, v3.0, 17 Mar 2022

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	7
Part 5: Contributes towards	10

Part 1: Information

Module title: Professional Practice and Work Experience in Graphic Design 1

Module code: UADAPF-15-1

Level: Level 4

For implementation from: 2022-23

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Art & Design

Partner institutions: None

Delivery locations: Alexander College, Arnolfini

Field: Design

Module type: Project

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: This module enables students to begin to establish their understanding of their area of practice in relation to the professional context and the

broad field of creative practice at a local, national and international level. The module explores the importance of research and professional practice for students in support of their area of practice, and ambitions. It is designed to enable students to become aware of diverse working practices to be used in their studies and further developed and established at Level 2 and Level 3.

The material and activities introduced in the module will enable students to locate and develop a range of knowledge and skills required to support the development of their practice and expand their contextual understanding of their subject. It will introduce students to issues of professionalism within their subject and develop awareness of key transferable skills and how they might be used in a wider context.

Lectures, workshop exercises and seminars will introduce students to a range of research sources (including such things as: library resources /on-line resources and databases / exhibitions / events / study visits / case studies / publications) to demonstrate a diversity of approaches to research and professional practice within their area of creative practice.

Students will be asked to look at different areas of practice and roles in relation to their subject area, and the diverse range of career paths and professional opportunities that their area of study can lead to. These findings will be evidenced in a visual presentation in a summative group tutorial.

Case studies will be presented as starting points for investigation. These will include examples from staff, professional practitioners and recent and past graduates. Some of these may contribute as visiting speakers.

Awareness of professional attitudes and approaches will be introduced throughout the module, and students will be expected to apply these in their work. Topics will include: consideration of health and safety, intellectual property, time management and organisation, preparation, communication and presentation.

Students will begin to identify opportunities for work placements and will produce promotional materials and CVs to enable them to apply for work experience

opportunities and / or complete live briefs and apply for relevant professional experience.

Work Experience/Work Based Learning

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.

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

Part 3: Teaching and learning methods

Teaching and learning methods: Students can expect a total of 36 hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, group critiques, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision.

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.

Lectures and seminars introduce factual information and issues to be considered. These offer examples and critiques of existing practice.

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

Students are supported to develop understanding and methods of effective research. Library exercises and workshops involving the UWE Library introduce students to the use of book-stock, journals, catalogue systems, on-line data-bases and collections. Effective approaches to net searches and verifying information from different sources, collecting material through visits, interviews etc will be discussed and explored through the practical activities.

UWE Careers is introduced 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 tutorials are used to monitor and support progress. In presenting their research findings students are encouraged to engage in discussion and debate.

A range of activities within and across programmes support discussion and interaction in relation to wider aspects of creative practice, professional attitudes and learning skills. Activities supported by the Careers Development Unit include

information about placement and career development opportunities, volunteering etc. that students can participate in during their studies.

The Professional Practice and Work Experience File is introduced 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. The Professional Practice and Work Experience File may be submitted as an online presence (i.e. blog or website) and should include a log of all industry engagement, contacts and opportunities.

The Professional Practice and Work Experience File will support the production of a visual presentation (as summative critique) to a small group of peers and staff. The visual presentation presents the students' findings and learning from the module – summarizing key outcomes. The visual presentation also identifies additional questions/areas for further exploration relevant to the individual students' professional ambitions.

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 114 hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Placement learning: may include a practice placement, other placement, year abroad.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Identify source material for research and use appropriate methods of investigation

MO2 Recognise the scope and range of roles and opportunities within their subject

MO3 Begin to develop their knowledge and awareness of the professional context of their subject

MO4 Begin to develop an independent critical awareness of their own practice and identify and analyse appropriate historical and contemporary practices and debates

MO5 Explore a range of methods for investigating and recording source material

MO6 Begin to test and use appropriate methods of documentation and presentation

MO7 Manage their time and use a range of learning resources

MO8 Communicate and document ideas visually, verbally and in writing

MO9 Recognise the importance of professional attitudes to their progress as students, and in the workplace

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uadapf-15-1.html) via the following link <https://uwe.rl.talis.com/modules/uadapf-15-1.html>

Part 4: Assessment

Assessment strategy:

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.

The Pass / Fail Assessment Strategy for this module has been designed to

Establish a more authentic and subject appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.

Establish a less marks driven approach to assessment, particularly during the early stages of a student's journey will provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.

Remove the emphasis from final marks, making explicit the role of feedback in students future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.

Signal a more holistic, inclusive approach to assessment and would align with the University's wider priorities of inclusivity and accessibility.

Assessment components:

Portfolio - Component A (First Sit)

Description: Professional Practice and Work Experience File and Participation in Group Presentation

Weighting:

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Portfolio - Component A (Resit)

Description: Professional Practice and Work Experience File and illustrated evaluative statement

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Graphic Design [Sep][FT][Arnolfini][3yrs] BA (Hons) 2022-23

Graphic Design [Arnolfini] BA (Hons) 2022-23

Graphic Design [Sep][PT][Arnolfini][6yrs] BA (Hons) 2021-22

Graphic Design {Foundation} [Sep][FT][Arnolfini][4yrs] BA (Hons) 2021-22