University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Professional Practice and Work Experience in Fine Art 1					
Module Code	UAAARD-15-1		Level	1	Version	1
Owning Faculty	ACE		Field	Art		
Contributes towards	BA(Hons) Fine Art / BA(Hons) Art and Visual Culture					
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

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Identify source material for research towards professional practice and employment opportunities, and use appropriate methods of investigation; 2. Recognise the scope and range of roles and opportunities within their subject; 3. Begin to develop their knowledge and awareness of the professional context of their subject; 4. Begin to develop an independent critical awareness of their own practice in relation to historical and contemporary practices and debates; 5. Begin to test and use appropriate methods of documentation and presentation 6. Manage their time and use a range of learning resources 7. Communicate and document ideas visually, verbally and in writing; 8. Recognise the importance of professional attitudes to their progress as students, and in the workplace, e.g. through teamwork and working to short deadlines All assessed by Component A
Syllabus Outline	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 established and developed 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. 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. 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 commit 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, or a group exhibition in a relevant area as set by the module leader. Students 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 This will be evidenced in a Work Experience Document that will include: - a reflective report on engagement undertaken (500 words) - notes on research undertaken to support the report - relevant images .
Contact Hours	• 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, lectures, seminars, site visits / field trips, studio-based

	sessions, 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.
Teaching and Learning Methods	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. 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. 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 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 File may be submitted as an online presence (i.e. blog or website). The Professional Practice 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 hours engaged with essential reading, case study preparation, assignment preparation and completion etc. **Placement learning**: may include a practice placement, other placement, year abroad.
Key Information Sets Information	**Key Information Set - Module data** *Number of credits for this module*: 15 Hours to be allocated: 150 Scheduled learning and teaching study hours: 36 Independent study hours: 114 Placement study hours: Allocated Hours: 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: 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:**

City Racing: The Life and Times of an Artist Run Gallery p.1-17
City Racing: The Life and Times of an Artist Run Gallery p.89-103

Further Reading:

Emden, J van (2004) *Presentation Skills for Students*. Palgrave

Collins, S. (1992) *How to Photograph Works of Art.* Amphoto

Wright, T. (1999) *The Photography Handbook.* Routledge

McClean, D., Buck, L. (2012) *Commissioning Contemporary Art: A Handbook for Curators, Collectors And Artists*. Thames & Hudson

Ed. Hansen, T. (2011) *(Re)staging the Art Museum.* Henie Onstad Art Center

O'Reilly, S. (2006) *On Criticism.* Art Monthly, issue 296

Obrist, H.U. (2008) *A Brief History of Curating*. JRP/Ringier

Townsend, M.A. (2003) *Beyond the Box: Diverging Curatorial Practices.* Banff Centre Press

Eds. Rugg, J., Sedgwick, M. *(*2007) *Issues in Curating Contemporary Art and Performance.* Intellect Books

Bourriard, N. (2005) *Post-production: culture as screenplay: how art reprograms the world.* Lukas and Sternberg

Morton, T. (2006) *The Name of the Game*. Frieze 97, March

White, R. (2006) *Star Wars: authorship and curatorial practice.* Art Lies 52, Winter

Schreuder, C. (2010) *Pixels and Places: Video Art in Public Space.* NAi Publishers,

Fraser, A. (2005) *From the critique of institutions to an institution of critique*. Artforum, September

Journals

Art Monthly, Frieze, Parkett, Art Lies, October, a-n magazine, Untitled, Artforum, Flash Art

Websites

http://www.a-n.co.uk/
www.newexhibitions.com - national exhibitions listing
www.artupdate.com
www.artincontext.org
http://linst.ac.uk/library/intranet/webguides/art.htm - weblinks for artists from London Institute site
http://www.uwe.ac.uk/careers/students/index.shtml
www.brighton.ac.uk/adm-hea - links to other websites and information about employability and enterprise; includes link to London Metropolitan resources and PDF version of publication - 'employability, professionalism, enterprise: the student experience in art, media and design'
www.keynote-project.co.uk – resources such as variations on CV content and presentation
www.theaoi.com
http://www.frieze.com/

	http://www.tate.org.uk/ http://www.camdenartscentre.org/home/ **Suggested Viewing:** Students will be encouraged to visit galleries and museums regularly in London, Bristol and the South West, both directly in relation to their research interests and more broadly.

Part 3: Assessment	
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	**A1**	
% weighting between components A and B (Standard modules only)	**A:** **100%**	**B**:

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Professional Practice File and presentation in group (5 -7 minutes)	70%
2. Work Experience Document (500 words plus notes)	30%
Component B **Description of each element**	**Element weighting** **(as % of component)**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Professional Practice File and illustrated evaluative statement	70%
2. Work Experience Document (500 words plus notes)	30%
Component B **Description of each element**	**Element weighting** **(as % of component)**

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.