



## **Module Specification**

### **Professional Practice: Work Experience**

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## Part 1: Information

**Module title:** Professional Practice: Work Experience

**Module code:** UAAARG-15-2

**Level:** Level 5

**For implementation from:** 2023-24

**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, Spike Island

**Field:** Art

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** 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.

**Features:** Not applicable

**Educational aims:** 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.

**Outline syllabus:** 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 and Work Experience File along with notes on the summative group presentation and the individual students role within that group.

The materials in the Professional Practice and Work Experience File will build on the materials students have initially developed at Level One. The Professional Practice and Work Experience 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.

For inclusion in the Professional Practice and Work Experience File 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

Professional Practice and Work Experience File will include:

A reflective report on engagement undertaken (1000 words)

Notes on research undertaken to support the report

Relevant images

### **Part 3: Teaching and learning methods**

**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 skills inherent in professional visual presentations.

The Professional Practice and Work Experience 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.

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 crits, 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.

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

**MO1** Identify the skills and attributes of those employed in a range of activities within the Fine Art subject area

**MO2** Demonstrate an understanding of the scope of roles in one or more of the following: employment/research/enterprise

**MO3** Evaluate specific working practices and relate this knowledge to their own practice and career intentions

**MO4** Analyse specific aspects of their own area of practice in the broader context of contemporary creative industries

**MO5** Present themselves and their work in a manner that demonstrates understanding of professional requirements

**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/uaaarg-15-2.html) via the following link <https://uwe.rl.talis.com/modules/uaaarg-15-2.html>

## Part 4: 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 on going 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.

**Assessment components:**

**Portfolio (First Sit)**

Description: Professional Practice: Work Experience File

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Portfolio (Resit)**

Description: Professional Practice: Work Experience File

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5



## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Art and Visual Culture [Sep][PT][Bower][6yrs] - Not Running BA (Hons) 2020-21

Fine Art [Bower] BA (Hons) 2022-23

Art and Writing [Bower] BA (Hons) 2022-23

Fine Art {Foundation} [Sep][FT][Bower][4yrs] BA (Hons) 2021-22

Fine Art (International) {Foundation} [Sep][FT][Bower][4yrs] BA (Hons) 2021-22

Art and Writing {Foundation} [Sep][FT][Bower][4yrs] BA (Hons) 2021-22

Fine Art [Sep][PT][Bower][6yrs] BA (Hons) 2020-21

Art and Writing [Sep][PT][Bower][6yrs] BA (Hons) 2020-21