STUDENT AND ACADEMIC SERVICES

UWE Bristol | University of the West of England

MODULE SPECIFICATION

Part 1: Information			
Module Title	Professional Practice: Graduate Strategies		
Module Code	UAAARK-15-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Arts Creative Industries & Education	Field	Art
Department	Art & Design		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
Overview: 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. 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. 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. **Educational Aims:** See Learning Outcomes. **Outline Syllabus:** 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:

Costing time and work

Ethics

Sustainable career development

Self employment, employment and "portfolio" careers

Postgraduate study and continuing professional development (CPD)

Graduate placement schemes

UWE careers service support for and beyond graduation

Refining their personal promotion materials and preparing for interviews, etc.

Careers Fairs

Portfolio reviews (professional)

Work-based learning opportunities, including placements, live briefs, and volunteering

In the early part of the module students are first asked to confirm their main areas of interest within the subject or broader professional context, and their own personal direction for career development post graduation, and longer-term goals.

This will form the basis for their further research and investigation, and preparation for graduation.

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.

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)

Work Experience/Work Based Learning:

During the course of the module, students may engage 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 (1,000 words)

Notes on research undertaken to support the report

Relevant images

Teaching and Learning Methods: 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.

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.

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 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 Introduction to Professional Practice and Professional Practice: Work Experience, 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 and the Work Experience document. 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 and 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.

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.

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.

Part 3: Assessment

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.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	100 %	Professional Practice and Work Experience File participation in Summative Presentation
Resit Components	Final Assessment	Element weighting	Description

Portfolio - Component A	✓	100 %	Professional Practice and Work Experience File Documentation of presentation material (e.g. powerpoint presentation with notes)

Part 4: Teaching and Learning Methods		
Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:
	Module Learning Outcomes	**Reference**
	Locate their practice in relation to employment/research/enterprise, and consolidate professional skills commensurate with those employed in their chosen area of practice	MO1
	Demonstrate a critical awareness of current and changing requirements in the areas of employment/research/enterprise	MO2
	Analyse specific aspects of their graduating strategy through the research, development and presentation of individual work plans	MO3
	Evaluate, review and critically reflect on their own work, and the work of others in relation to professional standards and career intentions	MO4
	Use their focused skill set to contribute to the organisation and content of academic events and exhibition initiatives	MO5
Contact Hours	**Independent Study Hours:**	
	Independent study/self-guided study	114
	Total Independent Study Hours:	114
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	36
	Total Scheduled Learning and Teaching Hours:	36
	Hours to be allocated	150
	Allocated Hours	150
Reading List	*The reading list for this module can be accessed via the following link:* https://uwe.rl.talis.com/modules/uaaark-15-3.html	

Part 5: Contributes Towards
This module contributes towards the following programmes of study: Fine Art [Sep][FT][Bower][3yrs] BA (Hons) 2018-19   Fine Art [Sep][FT][Alexander][3yrs] - Not Running BA (Hons) 2017-18   Fine Art [Sep][FT][Alexander][3yrs] BA (Hons) 2018-19   Art and Visual Culture [Sep][FT][Bower][3yrs] BA (Hons) 2018-19   Fine Art (International) {Foundation} [Sep][FT][Bower][4yrs] BA (Hons) 2019-20