



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice: Graduate Strategies				
Module Code	UAAARK-15-3	Level	3	Version	2
Owning Faculty	Arts, Creative Industries and Education	Field	Art		
Contributes towards	BA (Hons) Fine Art BA (Hons) Art & Visual Culture				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
CAP Approval date:	26 th March 2013	Valid from:	September 2013		
Revision ASQC Approval date:	22 nd May 2019	Valid from:	September 2019		

Review date:	September 2025
---------------------	----------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Locate their practice in relation to employment/research/enterprise, and consolidate professional skills commensurate with those employed in their chosen area of practice. 2. Demonstrate a critical awareness of current and changing requirements in the areas of employment/research/enterprise 3. Analyse specific aspects of their graduating strategy through the research, development and presentation of individual work plans. 4. Evaluate, review and critically reflect on their own work, and the work of others in relation to professional standards and career intentions. 5. Use their focused skill set to contribute to the organisation and content of academic events and exhibition initiatives. <p>All assessed by component A</p>

STUDENT AND ACADEMIC SERVICES

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">Costing time and work.EthicsSustainable career developmentSelf employment, employment and "portfolio" careersPostgraduate study and continuing professional development (CPD)Graduate placement schemesUWE careers service support for and beyond graduation.Refining their personal promotion materials and preparing for interviews etcCareers FairsPortfolio reviews (professional)Work-based learning opportunities, including placements, live briefs, and volunteering <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> <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>
------------------	---

STUDENT AND ACADEMIC SERVICES

	<p>Work Experience/Work Based Learning</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 Work Experience Document that will:</p> <ul style="list-style-type: none"> • 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 <p>The Work Experience Document will include:</p> <ul style="list-style-type: none"> - a reflective report on engagement undertaken (1,000 words) - notes on research undertaken to support the report - relevant images
<p>Contact Hours</p>	<ul style="list-style-type: none"> • 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.
<p>Teaching and Learning Methods</p>	<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 encouraged.</p> <p>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.</p>

STUDENT AND ACADEMIC SERVICES

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+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

Key Information Set - Module data					
<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

STUDENT AND ACADEMIC SERVICES

	<p>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:</p> <table border="1" data-bbox="571 322 1259 555"> <tr> <td>Total assessment of the module:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:					Written exam assessment percentage					Coursework assessment percentage				100%	Practical exam assessment percentage									100%
Total assessment of the module:																										
Written exam assessment percentage																										
Coursework assessment percentage				100%																						
Practical exam assessment percentage																										
				100%																						
<p>Reading Strategy</p>	<p>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.</p> <p>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.</p> <p>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.</p>																									
<p>Indicative Reading List</p>	<p>Essential reading: Ball, Linda, The artist's development toolkit, https://www-a-n-co-uk.ezproxy.uwe.ac.uk/resource/the-artists-development-toolkit/</p> <p>Further Reading: Neil Cummings, <i>Resilience</i>, http://www.neilcummings.com/content/resilience-0 Wallace, M, <i>What's life after graduating from art school really like?</i> https://i-d.vice.com/en_uk/article/kzyjaz/whats-life-after-graduating-from-art-school-really-like Buck, L. (2004) <i>Market Matters: the dynamics of the contemporary art market</i>, Arts Council England McClean, D., Buck, L. (2012) <i>Commissioning Contemporary Art: A Handbook for Curators, Collectors and Artists</i>. Thames & Hudson Emden, J van, <i>Presentation Skills for Students</i>, Palgrave (2004) Wright, T. (1999) <i>The Photography Handbook</i>. Routledge Collins, S. (1992) <i>How to Photograph Works of Art</i>. Amphoto Williams, G. (2014) <i>How to Write about Contemporary Art</i>. London, Thames & Hudson</p> <p><u>Websites:</u></p> <p>UWE careers resources http://www1.uwe.ac.uk/students/careersandemployability.aspx - UWE careers site - career options, looking and applying for work experience and jobs. Infohub.uwe.ac.uk – advise on work experience and careers including Careers Toolkit</p> <p>Artist professional development resources www.axisweb.org/ - presents a selection of UK & international contemporary art opportunities http://q-art.org.uk- provides practical guidance on professional practice and research</p>																									

STUDENT AND ACADEMIC SERVICES

	<p>for undergraduate Fine Art students www.a-n.co.uk - information on all aspects of professional development and opportunities for artists. http://www.artquest.org.uk/ - information on professional development and opportunities for artists.</p> <p>Creative Opportunities in the South West https://www.bristolcreatives.co.uk – artist-led networking website www.vasw.org.uk – Visual Arts South West website for opportunities in the region</p>
--	---

Part 3: Assessment	
Assessment Strategy	<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 Creative Industries – 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"> • 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 <p>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.</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>

STUDENT AND ACADEMIC SERVICES

--	--

Identify final assessment component and element	Comp A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	

First Sit	
Component A (controlled conditions) Description of each element	Element weighting
Professional Practice and Work Experience File participation in Summative Presentation,	100%
Component B Description of each element	Element weighting

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
Professional Practice and Work Experience File Documentation of presentation material (e.g. PowerPoint presentation with notes)	100%
Component B Description of each element	Element weighting

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.

STUDENT AND ACADEMIC SERVICES

FOR OFFICE USE ONLY

First Approval Date (CAP)	26 th March 2013			
Revision ASQC Approval Date	22 nd May 2019	Version	2	Link to RIA 12943