MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice (International)				
Module Code	UPCASK-15-2	Level	2	Version	1.1
Owning Faculty	ACE	Field	Cultural Industries		
Contributes towards	BA Hons Animation, BA Hons Illustration, BA Hons Graphic Design, BA Hons Photography, BA Hons Fashion, BA Hons Drawing and Applied Arts, BA Hons Fine Art, BA Hons Art and Visual Culture, BA Hons Fashion Communication				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2013	Valid to	September 2019		

CAP Approval Date	17/11/2015

Part 2: Learning and Teaching
Learning Outcomes

On successful completion of this module students will be able to:

1. Demonstrate understanding of a range of roles and activities involved in their subject area and the opportunities for employment within them;

2. Identify the skills and attributes of those employed in a range of activities within their area of practice;

3. Analyse the professional working practice of specific roles in their subject through the research, development and presentation of case studies;

4. Evaluate the working practices of a practitioner, studio, or related professional activity and relate this knowledge to their own practice and career intentions;

5. Analyse specific aspects of their own area of practice in relation to the broader

	contexts of contemporary creative industries;
	6. Formulate self-promotional materials and presentations to a professional standard;
	7. Demonstrate creative, enterprise and professional skills in communicating effectively with a target audience;
	8. Work collaboratively;
	9. Identify and apply communication skills and methods relevant to professional practice within a chosen discipline;
	10. Present themselves and their work in a manner that demonstrates understanding of professional requirements.
	All assessed through Components A1 and A2.
Syllabus Outline	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 to 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.
	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.
	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 File along with notes on the summative group presentation and the individual student's role within that group.
	The Professional Practice File may be submitted as an online presence (i.e. blog or website).
	Students will produce a Reflective 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.
	• 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 Reflective Document will include:

	● a reflective report (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, 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.
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 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. Group presentations allow the students to develop a range of key/transferable and professional skills. These include teamwork, negotiation and communication and the practical manipulative skills inherent in professional visual presentations. The Professional Practice 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.

Key Information Sets Information	**Key Information Set - Module data**					
	Number of credits for this module				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

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.

Indicative Reading List	**Essential**
	FARRELLY, L. (2004) *Business Cards; the Art of saying Hello.* Laurence King.
	SUMMERS, R. ed. (2011) *The Knowledge 2011.* Wilmington Business Intelligence.
	WINDER, C. & DOWLATABADI, Z. (2001) *Producing Animation.* Oxford: Focal Press.

STEPHENS, S. ed. (2009) *The Big Book of Self-Promotion.* Harper Collins.

Further

HEALY & MAZIERSKA. (2007) *Careers in Media and Film.* SAGE.

KELSEY, T. (2011) *Getting Started: Design your own Blog or Website.* Delmar Cengage Learning.

LEVERSON, L. (2002) *Filmakers & Financing: Business Plans for Independents.* Oxford: Focal Press.

LLEWELLYN, S. (2003) *A Career Handbook for TV, Film and Video and Interactive Media.* London: Skillset.

VAN EMDEN, J. (2004) *Presentation Skills for Students.* Basingstoke: Palgrave

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. |
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Identify final assessment component and element	Professional Practice File	
% weighting between components A and B (Standard modules only)	**A:**	**B**:
	100%	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Professional Practice File, participation in Summative Group Presentation,	70%
2. Reflective Document	30%
Component B **Description of each element**	**Element weighting (as % of component)**
N/A	

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, Documentation of presentation material (e.g. PowerPoint presentation with notes)	70%
2. Reflective Document	30%
Component B **Description of each element**	**Element weighting (as % of component)**

N/A		

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.