



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Work Experience				
Module Code	UABN64-30-3	Level	3	Version	1.0
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE	Field	Broadcast Journalism		
Department	Film and Journalism	Module Type	Standard		
Contributes towards	BA (Hons) Media and Journalism BA (Hons) Journalism and Public Relations Taylor's Dual Award				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	04/02/16	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	February 2022
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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. Identify and appraise the knowledge and skills developed and acquired through the work experience / live brief (assessed through A2, B1) 2. Demonstrate professional communication skills, making use of appropriate software to illustrate their oral (assessed through the module but specifically in A2) 3. Identify and use relevant source material through which to contextualise their work experience / live brief (assessed through A2, B1) 4. Reflect upon the practical challenges encountered when completing a work experience / live brief and identify potential solutions to such challenges (assessed through A1, A2) 5. Report on their experiences and integrate their findings with an existing body of relevant literature (assessed through A2).
Syllabus Outline	<p>Students will develop their understanding of work in the creative and cultural industries through either work experience and/or working to a live brief. They will demonstrate professional research and presentation skills to reflect upon their experiences and challenges.</p>

Contact Hours	Contact hours on the module will be scheduled in line with current UWE policy on contact hour requirements. 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.																														
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Placement learning: may include a practice placement, other placement</p>																														
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 842 1370 1229"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">32</td> <td style="text-align: center;">108</td> <td style="text-align: center;">160</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p> <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="569 1632 1264 1865"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	32	108	160	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p>Core reading</p> <p>Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also</p>																														

	<p>reflect the range of reading to be carried out.</p> <p>Further reading All students are encouraged to read widely using the library search, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>
Indicative Reading List	<p>Learning through work experience: Brockbank, A. & McGill, I. (1998) <i>Facilitating Reflective Learning in Higher Education</i> Buckingham: SRHE & Open University Press</p> <p>Douglas, A (2006) <i>The Essential Work Experience Handbook</i> London: Gill & MacMillan</p> <p>Fanthome, C (2004) <i>Work Placements: A Survival Guide for Students</i> London: Palgrave MacMillan</p> <p>Guile D & Griffiths T (2001) Learning Through Work Experience in <i>Journal of Education and Work, Vol. 14, No. 1</i></p> <p>Moon, J. (1999) <i>Learning Journals: A Handbook for Academics, Students and Professional Development</i>, London: Kogan Page</p> <p>Understanding organisations: D’Souza, S (2008) <i>Brilliant networking: what the best networkers know, do and say</i> London: Pearson</p> <p>Handy, C (1990) <i>Understanding voluntary organisations</i> London: Penguin Morgan, G. (1997) <i>Images of Organization</i>, London: Sage</p> <p>Working in the creative industries: Hesmondhalgh, D, and Baker, S. (2010) <i>Creative Labour: Media Work in Three Cultural Industries</i>, Abingdon and New York: Routledge.</p> <p>Hesmondhalgh, D. (2007) <i>The Cultural Industries</i>, 2nd ed., London, Los Angeles and New Delhi: Sage,</p> <p>Skillset, the Sector Skills Council (SSC) for the Creative Industries, www.skillset.org/</p> <p>Creative England www.creativeengland.co.uk/</p>

Part 3: Assessment

Assessment Strategy	<p>Strategy:</p> <p>Students will supported from the second semester of level 2 to complete 20 days of work placements or, they are don't join the module until level 3, to complete a similarly intensive live brief.</p> <p>A series of workshops and lectures will introduce core skills and provide</p>
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	<p>support for projects.</p> <p>The students will produce a logbook/reflective diary which does not merely repeat what happened in their experience/live brief but demonstrates their ability to reflect critically on the process. (Learning outcome 1, 4)</p> <p>They will be asked to give a presentation in class of no more than 10 minutes to demonstrate their understanding of the experience/live brief. (Learning outcome 2, 3, 5)</p> <p>Finally they will be asked to produce a research project based on their specific learning experiences and agreed with the module leader. (Learning outcome 2, 3, 4, 5)</p>
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Identify final assessment component and element	B1	
% weighting between components A and B (Standard modules only)	A:	B:
	60%	40%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Logbook / reflective diary	40%	
2. Presentation	60%	
Component B Description of each element	Element weighting (as % of component)	
1. Research project	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Research project	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		