



## **Module Specification**

### **Professional Portfolio Development 1**

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## Part 1: Information

**Module title:** Professional Portfolio Development 1

**Module code:** UPNN6J-30-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Creative & Cultural Industries

**Partner institutions:** None

**Field:** Linguistics

**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:** Not applicable

**Features:** Not applicable

**Educational aims:** The project will be chosen in consultation with teaching staff, and its form and focus will be subject to staff approval. Students will gain an understanding of the issues involved in seeing an extended project through from inception to completion, including producing a proposal, conducting appropriate

research, developing ideas, editing and redrafting, and evaluating the project. Students will be encouraged to look beyond the immediate task to the wider context, considering questions of audience, impact and possibilities for dissemination, marketing or further development. Supported by taught sessions and by staff mentoring, students will be expected to be self-reliant and to manage their project independently. Students' ability to assess work-in-progress is a vital skill, and may be displayed through the keeping of a journal or log during the creative process, and/or records of successive drafts.

**Outline syllabus:** Through the taught sessions during the first semester, this module gives students an opportunity to learn about the processes involved in producing a substantial piece of developed writing. Then, during the second semester, students will work independently on a project, producing a substantial piece of their own writing, plus a reflective essay/report and a record of the creative process in the form of (for example) a log, journal or annotated drafts. The module as a whole will form a structured, supportive framework within which students can begin to develop their professional portfolio, and will prepare them for their longer independent project at Level 3.

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

**Teaching and learning methods:** Scheduled learning The module will be taught through workshops and seminars, in which lecturer input will be combined flexibly with practical work, and through individual consultations. In the autumn semester, group sessions will focus on giving students guidance on researching, planning and structuring an independent project, and will enable them to discuss their plans with students working in a similar area and to monitor progress. In the spring semester, students should expect to receive "one-to-one" supervision, to be arranged with the tutor at mutually convenient times. The tutor's role here is to provide advice and constructive critical commentary on the student's drafted work as it progresses.

Independent learning This module involves a significant amount of independent learning, as the students work on their professional portfolios. Guidance to support

students' independent learning will be given either in the module handbook, via the module information on UWE online or through any other vehicle deemed appropriate by the module/programme leaders.

A minimum of 36 hours contact time is provided for this module.

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

**MO1** Show self-reliance, independence and initiative in the management of their own project

**MO2** Engage creatively and critically in appropriate independent research

**MO3** See a project through the complete process from inception to finished draft

**MO4** Show perseverance, commitment and patience in the redrafting and revision of their work, plus the ability to respond constructively to editorial feedback

**MO5** Utilise the skills they have learnt on the course so far to improve the quality of their writing

**MO6** Show awareness of context and audience

**MO7** Be able to reflect on the benefits and challenges of working creatively as part of a team (where appropriate)

**MO8** Reflect constructively on their creative work and their project management skills, identifying strengths and needs

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 264 hours

Face-to-face learning = 36 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/upnn6j-30-2.html) via the following link <https://uwe.rl.talis.com/modules/upnn6j-30-2.html>

## Part 4: Assessment

### **Assessment strategy:** Assessments:

Portfolio: 100%

The weighting will typically be as follows:

15% - Record of the creative process, which may for example take the form of a work-in-progress log or journal, or annotated drafts.

60% - The creative project (see details below).

25% - A reflective essay or report on the context, aims and processes of the project.

The creative project will typically take one of the following forms (although other forms may be used, subject to the agreement of teaching staff):

#### Fiction

Original fiction – for example this may be in the form of one or more short stories or an excerpt from a longer work-in-progress.

#### Script

An original script or screenplay, which may be complete in itself or an excerpt from a longer work-in-progress.

#### Narrative Non-fiction

Original narrative non-fiction – for example this may be in the form of one or more complete pieces or an excerpt from a longer work-in-progress.

In each of the above cases the word count will be determined by the nature of the project, and a clear indication of word count limits both for the creative project and

for the reflective essay/report will be included in the module handbook. If another form of writing has been approved as suitable content for the portfolio, appropriate word count limits will be set by staff.

Subject to agreement with teaching staff, students may devise a project that has a collaborative element and/or a practical element. Alternatively, and again subject to agreement with teaching staff, students may complete a relevant work placement (or equivalent practical project) and write a reflective essay about the processes involved and the skills gained. Appropriate word count limits in these cases will be set by staff.

### **Assessment tasks:**

#### **Portfolio (First Sit)**

Description: Portfolio:

15% - Record of the creative process, which may for example take the form of a work-in-progress log or journal, or annotated drafts.

60% - The creative project.

25% - A reflective essay or report on the context, aims and processes of the project.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

#### **Portfolio (Resit)**

Description: Portfolio:

15% - Record of the creative process, which may for example take the form of a work-in-progress log or journal, or annotated drafts.

60% - The creative project.

25% - A reflective essay or report on the context, aims and processes of the project.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study: