



MODULE SPECIFICATION

Part 1: Information			
Module Title	Professional Portfolio		
Module Code	UASATY-15-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	ACE	Field	Music
Department	Film and Journalism		
Contributes towards	BA (Hons) Music (compulsory)		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p>The aim of this module is to support students to develop well-founded and confident plans for a sustainable career in their chosen area of interest. Students evaluate their strengths and aptitudes and explore jobs that can complement work in performance and composition, such as music teaching, tutoring, arts management, copying and editing. They explore and practice how to create well-designed self-promotional materials that will enable them to present themselves with impact to a relevant audience. The emphasis is on developing students' good judgment in selecting and presenting information through a process of iterative design and industry research.</p> <p>Through a series of workshops, seminars and practical exercises students will:</p> <ul style="list-style-type: none"> • Identify appropriate resources and develop their research and information analysis skills to support and deepen their knowledge and understanding of professional practice in the music industry. • Evaluate their skills so they can define realistic career goals, formulate immediate and long-term career and business plans and pursue employment opportunities. • Explore 'portfolio careers', self-employment and freelance business skills, such as costing time and work, ethical concerns, defining personal values and the hallmarks of entrepreneurial capability. • Explore postgraduate study and continuing professional development (CPD), graduate placement schemes, careers fairs and UWE careers service support for and beyond graduation. • Explore other professional practitioners' approaches to presenting themselves through web presence, show/sound reel production, promotional photography, use of social media, websites and channels. • Identify how select their best work and effectively present this online and as part of a CV. • Consider layout, font, use of colour and other design considerations to come up with an effective and visually pleasing professional brand constructed around their name. • Practice professional writing and other professional communication skills, such as networking, pitching, preparing for and undertaking interviews.

The teaching and learning is supported by a series of cross-programme guest lectures from industry speakers and successful alumni in related fields, who will demonstrate examples of professional working practice and provide case studies of evolving career paths. There will be technical instruction on appropriate soft-wares to enable the development of self-promotional materials. All of the above will be underpinned by individual tutorial provision by subject teaching staff to ensure that each student's particular aspirations are effectively supported and guided. The UWE Careers Development Unit contributes significantly at this stage, in relation to recruitment fairs, support for CV development, etc. These and other initiatives are available within and across subject areas. Some teaching sessions may fall outside core university working hours.

Part 3: Assessment

Assessment strategy

The assessment type enables the student to demonstrate achievement across all the learning outcomes of the module. It has been chosen to enable students to combine a range of outputs supported by the teaching and learning, to create a coherent package of self-promotion materials as well as enable reflective learning in relation to future career ambitions. 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 criteria (as related to learning outcomes) will be detailed in the Module Handbook.

Formative assessment

Regular individual tutorials are set up with specialist tutors to monitor progress and offer formative assessment, advice and support. Group seminars may be used to allow students to present work in progress to their tutors and their peers. This activity will enable students both to test their ideas on an audience and to continue to develop their skills within a context of professional practice critique.

Summative assessment

Component A, 1: Portfolio (100%)

Guidance as to the approach to and the detailed requirements for assessment items will be fully explained in the Module Handbook. For example:

- Online Identity: Students will submit (via a link to a website or portal) an online portfolio which in most cases will be a website which links to or embeds from other online channels. The requirements for the online identity will differ depending on the career pathway each student is taking, but may include a show reel and/or sound clips. It is vital that the online identity is simple to find and acts as a quick point of contact for the industry. This may also link through to professional social media sites and a form of CV / biography.
- CV and Career Plan. Students must supply a number of current CVs appropriate for a range of situations including their chosen career path in the creative industries. They should also submit a 2000 word career plan, which should include an exit strategy for activity immediately following graduation and a 5 year career / business plan, together with a reflective commentary as to rationale for choices and strategy for managing future challenges, demonstrating industry research.

Identify final timetabled piece of assessment (component and element)	Component A1	
% 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. Portfolio	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individually Negotiated Portfolio	100%	

Part 4: Teaching and Learning Methods

Learning Outcomes NEED EDITING

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

1. Critically evaluate their learning development throughout the whole of the degree, formalizing relevant information into a personal skill-set;
2. Informed by industry research, formulate an effective creative strategy for self-promotion, drafting, developing and refining a range of personal marketing materials presented to a professional standard in line with future career aims and ambitions;
3. Apply a range of higher-level employability skills, such as: presenting themselves and their work in a professional and coherent manner, communicating verbally, visually and in writing with a range of target audiences;
4. Use initiative and independence to identify and follow up on potential work opportunities;
5. Confidently approach prospective employers with appropriate and professional self-promotion materials;
6. Formulate coherent career plans informed by research and industry context.

All assessed through Component A1.

In addition the educational experience may explore, develop, and practise but not formally discretely assess the following:

- Contribute to the organization and content of collective promotion and/or exhibition initiatives
- Undertake additional work-based learning during the final year of study.

Key Information Sets Information (KIS)

Contact Hours

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	0	150

Total Assessment

The table below indicates as a percentage the total assessment of the module which constitutes a;

Written Exam: Unseen or open book written exam

Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

	<table border="1" data-bbox="638 215 1315 450"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	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 List	<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. 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. Any core reading is available in the UWE Library and will be indicated clearly in the Module Handbook.</p> <p>The following list is indicative and will up-dated for publication as a reading list on http://readinglists.uwe.ac.uk, in the Module Handbook and as an on-line list on Blackboard.</p> <p>Core Reading</p> <p>Brabec, J. and Brabec, T. (2011) <i>Music Money and Success</i> (7th Ed.) London: Schirmer Trade Books.</p> <p>Farrelly, L. (2004) <i>Business Cards; the Art of saying Hello</i>. London: Laurence King.</p> <p>Gerardi, R. (2002) <i>Opportunities in Music Careers</i> Paperback. New York: VGM Career Books.</p> <p>Moon, J. (2007) <i>How to Make an IMPACT: Influence, Inform and Impress with Your Reports, Presentations and Business Documents</i>. London: Financial Times.</p> <p>Passman, D. (2012) <i>All You Need to Know About the Music Business</i> (8th Ed.) New York: Simon & Schuster.</p> <p>Stephens, S. (Ed.) (2009) <i>The Big Book of Self-Promotion</i>. New York: Harper Collins.</p> <p>Further Reading</p> <p>Barrow, C. (2002) <i>The Complete Small Business Guide</i>. London: Capstone.</p> <p>Baskerville, D. and Baskerville, D. (2010) <i>Music Business Handbook and Career Guide</i> (9th Ed.) London: Sage.</p> <p>Caves, R. (2000) <i>Creative Industries: contracts between arts and commerce</i>. Boston: Harvard University Press.</p> <p>De Grunwald, T. (2008) <i>Dude, Where's My Career: the Guide for Baffled Graduates</i>. Chichester: Summersdale Publishers Ltd.</p> <p>Gentle, R. (2001) <i>Read This: Business Writing that Works</i>. London: Prentice Hall.</p> <p>Haynes, R. (2005) <i>Media Rights and Intellectual Property</i>. Edinburgh: Edinburgh University.</p> <p>Howkins, J. (2007) <i>The Creative Economy: How People Make Money From Ideas</i>. London: Penguin.</p> <p>Kelsey, T. (2011) <i>Getting Started: Design your own Blog or Website</i>. Boston, MA: Delmar Cengage Learning.</p> <p>Peacock, S. (2012) <i>Careers in Music</i>. London: Routledge</p> <p>Perkins, S. (2006) <i>Talent is not enough: Business Secrets for Designers</i>. Indianapolis, IA: New Riders.</p> <p>Quinn, E. and Counihan, J. (2006) <i>The Pitch</i>. Oxford: Focal Press.</p> <p>Russell, E. (2008) <i>The Fundamentals of Marketing</i>. Lausanne: AVA Academia.</p> <p>On-line Resources: https://www.careersinmusic.com</p>																				

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First CAP Approval Date	21 March 2017			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	Link to MIA 10595