



MODULE SPECIFICATION

Part 1: Information			
Module Title	Professional Showcase		
Module Code	UALAV6-15-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	ACE	Field	Lens and Moving Image
Department	Film and Journalism		
Contributes towards	BA (Hons) Filmmaking (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 and to create well-designed self-promotional materials that will enable them to present themselves with impact to an relevant industry 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"> • Evaluate their skills and select their best work to date and identify how best to present these online and as part of a CV. • Explore other professional practitioners' approaches to presenting themselves looking at different approaches to web presence, show reel production, promotional photography, use of social media, websites and channels to inform their own approach. • 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. • Identify appropriate resources and develop their research and information analysis skills to support and deepen their knowledge and understanding of professional practice in the media industry so that they can define realistic career goals, formulate immediate and long-term career and business plans and pursue employment opportunities • Practice professional writing and other professional communication skills. • Practice networking, pitching, preparing for and undertaking interviews • Explore 'portfolio careers', self-employment and freelance business skills, such as costing time and work, ethical concerns and defining personal values; 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.

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The teaching and learning is supported by a series of programme-based guest lectures from industry speakers and from successful alumni, which will demonstrate examples of professional working practice, and provide case studies of evolving career paths, and 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.

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.

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 A1: Portfolio (100%)

Guidance as to the approach to and the detailed requirements for assessment items are fully explained in the Module Handbook. Indicatively:

- **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, set walk-throughs, high standard production skills, designs, sketches, storyboards, filmography). 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 critically reflexive career plan, which should include an exit strategy for activity immediately following graduation and a 5 year career and/or business plan.

Assessment criteria (as related to learning outcomes)

Students will be assessed using the following criteria:

- **Research and Creative Development:** the level of advanced research and creative development as applied to self-promotion materials and sustainable career plans (LO2, LO3, LO4, LO5);
- **Audience Engagement and Storytelling:** the level of coherence of self-promotion brand and extent to which awareness of an industry audience is applied to the development, production and presentation of work (LO2, LO3, LO4, LO5, LO6, LO7, LO8);
- **Craft and Technical Skills:** the level of execution of skills in producing self-promotion materials in line with standards of industry practice (LO2, LO3, LO4);
- **Professional Practice:** the level of professionalism in planning, self-management and initiative, negotiation and communication and in presentation of work (LO1, LO5, LO6, LO7);
- **Contextual Understanding and Critical Analysis:** the level of ability to judge work in progress and depth of critical evaluation of work at completion in an industry context (LO1, LO2, LO8).

Identify final timetabled piece of assessment (component and element)	Component A1	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	

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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. Portfolio	100%																				
Part 4: Teaching and Learning Methods																					
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate their own practice, skills, attributes and aptitudes, reflecting on their career intentions and ambitions towards identified roles in the media industry and personal strategies for future career development; 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. Critically evaluate design issues and make effective design choices for a compelling and visually pleasing self-brand in line with industry expectations; 4. Construct and up-date a website to a professional standard that showcases work in an appropriate format; 5. 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; 6. Use initiative and independence to identify and follow up on potential work opportunities; 7. Confidently approach prospective employers with appropriate and professional self-promotion materials; 8. Formulate coherent career plans informed by research and industry context. <p>All assessed through Component A1.</p> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Contribute to the organization and content of collective promotion and or exhibition initiatives • Undertake additional work-based learning undertaken during the final year of study. 																				
Key Information Sets Information (KIS) Contact Hours	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black;">15</td> </tr> <tr> <th style="background-color: #d3d3d3;">Hours to be allocated</th> <th style="background-color: #d3d3d3;">Scheduled learning and teaching study hours</th> <th style="background-color: #d3d3d3;">Independent study hours</th> <th style="background-color: #d3d3d3;">Placement study hours</th> <th style="background-color: #d3d3d3;">Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;"> </div>	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
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<p>Total Assessment</p>	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>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)</p> <table border="1" data-bbox="639 427 1315 663"> <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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<p>Reading List</p>	<p>The following list is indicative and will up-dated for publication as a reading list on http://readinglists.uwe.ac.uk and in the Module Handbook and as an on-line list on Blackboard.</p> <p>Core Reading Farrelly, L. (2004) <i>Business Cards; the Art of saying Hello</i>. London: Laurence King. Moon, J. (2007) <i>How to Make an IMPACT: Influence, Inform and Impress with Your Reports, Presentations and Business Documents</i>. London: Financial Times. Stephens, S. (Ed.) (2009) <i>The Big Book of Self-Promotion</i>. New York: Harper Collins.</p> <p>Further Reading Angell, R. (2009) <i>Getting Into Films and Television</i>. Revised and updated 9th ed. Oxford: How To Books. Barrow, C. (2002) <i>The Complete Small Business Guide</i>. London: Capstone. Caves, R. (2000) <i>Creative Industries: contracts between arts and commerce</i>. Boston: Harvard University Press. De Grunwald, T. (2008) <i>Dude, Where's My Career: the Guide for Baffled Graduates</i>. Chichester: Summersdale Publishers Ltd. Ellis, E. (2005) <i>VGM Career Books: Opportunities in Broadcasting Careers</i>. New York: McGraw-Hill. Gentle, R. (2001) <i>Read This: Business Writing that Works</i>. London: Prentice Hall. Haynes, R. (2005) <i>Media Rights and Intellectual Property</i>. Edinburgh: Edinburgh University. Howkins, J. (2007) <i>The Creative Economy: How People Make Money From Ideas</i>. London: Penguin. Kelsey, T. (2011) <i>Getting Started: Design your own Blog or Website</i>. Boston, MA: Delmar Cengage Learning. Levinson, L. (2010) <i>Filmmakers and Financing: Business Plans for Independents</i>. 6th ed. Oxford: Focal Press. Llewellyn, S. (2003) <i>A Career Handbook for TV, Radio, Film, Video and Interactive Media</i>. 2nd ed. London: Skillset. Peake, S. (published annually) <i>The Guardian Media Guide</i>. London: Guardian Books. Perkins, S. (2006) <i>Talent is not enough: Business Secrets for Designers</i>. Indianapolis, IA: New Riders. Quinn, E. and Counihan, J. (2006) <i>The Pitch</i>. Oxford: Focal Press. Russell, E. (2008) <i>The Fundamentals of Marketing</i>. Lausanne: AVA Academia. Sharp, E. (2009) <i>How to Get a Job in Television</i>. London: A&C Black.</p> <p>On-line resources http://4talent.channel4.com/ www.bbc.co.uk/jobs www.bristolmedia.co.uk www.creativeengland.co.uk www.creativegreenhouse.org.uk</p>																				

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First CAP Approval Date	1 February 2017			
Revision CAP Approval Date		Version	1	Link to RIA 12105