



Module Specification

Professional Practice: Short Form 1

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Part 1: Information

Module title: Professional Practice: Short Form 1

Module code: UALNKS-30-1

Level: Level 4

For implementation from: 2022-23

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Arts & Cultural Industries

Partner institutions: None

Delivery locations: Bower Ashton Campus

Field: Lens and Moving Image

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module enables students to explore the creative process and audience impact by working on a client brief: developing and producing branded and promotional content for online distribution.

Features: Not applicable

Educational aims: The aim of this module is to enable students to explore the creative process and audience impact of developing and producing branded and promotional content for online distribution.

Students gain research and practice skills applicable to working to a client's brief. It expands on the theories and practice of audience-driven distribution and how to maximize audiences by gaining visibility in an online marketplace.

The module embeds and introduces students to the knowledge, research and soft skills expected within Professional Practice; as such it fulfils the learning and outcomes of Level 1 Professional Practice.

Outline syllabus: Students explore and build skills needed to create work in this environment, gaining a creative and professional understanding of modern distribution platforms for filmmakers via the production of an agreed short form project.

Students pitch ideas that demonstrate an deep understanding of audience and potential for 'shareability', exploring opportunities for socially and politically engaged filmmaking where appropriate. They may contact external bodies such as charities, record labels, organisations or work to their own brief.

Also, they may make a single film or a collection of shorter films if they identify this as the best form for output and communication.

Films will be 'seeded' in an appropriate destination prior to the final submission to enable students to make a summative reflection on the immediacy of the work they're creating and how it communicates with worldwide audiences.

Part 3: Teaching and learning methods

Teaching and learning methods: Lectures introduce aspects of the syllabus which are expanded on in screenings and seminars.

Workshops develop technical skills to enable students to make moving image for small screen devices. In addition, there are group tutorials to support project work and access to 'office hour' individual pastoral tutorials.

Group presentation of completed projects to the whole cohort for the purpose of a live critique in the context of the academic theory and industry practice explored in the module.

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

MO1 Discuss and critically evaluate the concepts and theories behind branded content creation and online distribution

MO2 Use research and creative strategies to develop a project that will powerfully communicate with an identified audience

MO3 Conceive and design a project suitable to the restrictions of a specific platform, applying creative problem solving and industry standard professionalism throughout the production phases.

MO4 Demonstrate the ability to use creative and technical skills to manipulate sound, image and text so that it can be effectively viewed on a variety of platforms and devices

MO5 Critically evaluate the finished project and personal performance in relation to audience experience, industry context and professional practice

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link

Part 4: Assessment

Assessment strategy: Assessment strategy

The assessment is designed to demonstrate students' ability to work creatively with industry standard practices and demonstrate a core understanding of creative editing, sound recording/design and cinematography skills.

The assessment type has been chosen to enable students to demonstrate achievement across all the learning outcomes of the module and to provide flexibility in selecting appropriate and specific outputs.

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 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 practitioners.

Forms of assessment used as part of this module may include:

- Presentation and participation in studio-critique (formative)
- Portfolio review and assessment (formative/summative)
- Group and individual visual/verbal presentations (formative)
- Peer and self-assessment (formative and summative)
- Evaluative and reflective outcomes, including visual, verbal and written (formative and summative)

*The Pass / Fail Assessment Strategy for this module has been designed to:

1. Establish a more authentic and subject appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.
2. Establish a less marks driven approach to assessment, particularly during the early stages of a student's journey will provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risktaking without the perceived pressure / punitive nature of a marks driven culture.
3. Remove the emphasis from final marks, making explicit the role of feedback in students future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.
4. Signal a more holistic, inclusive approach to assessment and would align with the University's wider priorities of inclusivity and accessibility.

Assessment components:

Portfolio - Component A (First Sit)

Description: Portfolio (pass/fail)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Portfolio - Component A (Resit)

Description: Portfolio (pass/fail)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Filmmaking [Bower] BA (Hons) 2022-23