




**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Professional Portfolio Development 2				
Module Code	UPNN6N-30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	60	WBL module?	No
Owning Faculty	ACE	Field	Linguistics		
Department	Arts and Cultural Industries	Module Type	Project		
Contributes towards	BA (Hons) Creative and Professional Writing				
Pre-requisites	n/a	Co- requisites	n/a		
Excluded Combinations		Module Entry requirements			
First CAP Approval Date	22/03/2016	Valid from	September 2018		
Revision CAP Approval Date		Revised with effect from			

<b>Review Date</b>	
--------------------	--

Part 2: Learning and Teaching	
<b>Learning Outcomes</b>	<p>On successful completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>Project-manage their own work, showing an ability to work independently, set goals, manage workloads and meet deadlines. [Component A2]</li> <li>Demonstrate originality, creative ambition, imaginative flair, and attention to detail in the content and creative approach of their project. [Component A1, A2]</li> <li>Produce clear, accurate, artistically coherent and technically sophisticated written work, which articulates a combination of research (where appropriate) and creative ideas. [Component A2]</li> <li>Show mature awareness of context, genre and audience. [Component A1, A2]</li> <li>Show mature awareness of the potential social and/or commercial</li> </ul>

	<p>effects of their work. [Component A1, A2]</p> <ul style="list-style-type: none"> <li>Show an ability to reflect on their work (in terms of both process and product) in a constructive and insightful manner. [Component A2]</li> </ul>										
Syllabus Outline	<p>This module gives students an opportunity to produce a second, more substantial piece of developed writing (the first being in the Professional Portfolio Development 1 module at Level 2), accompanied by a reflective essay/report, a project proposal and a related presentation. Allowing time and space for the development of students' independent practice is of crucial importance; the purpose of this second extended creative project is to create an opportunity for building on lessons learned, and to provide a greater opportunity for specialisation. The project will be chosen in consultation with teaching staff. Subject to the approval of teaching staff, the form the project takes can be flexible, ranging from an extended piece of writing to, for example, the completion of a suitable work placement followed by the production of a reflective piece written about that placement. Subject to the approval of teaching staff, students will be able to choose the writing genre they specialise in. The independent, self-directed work in this module provides a strong foundation for employment or postgraduate study and for continuing creative work in adult life.</p>										
Contact Hours	A minimum of 36 hours contact time is provided for this module.										
Teaching and Learning Methods	<p><b>Scheduled learning</b> In researching (where appropriate) and writing the creative project, the initiative lies with the student, who is expected to plan and implement their work themselves. The tutor's role here is to provide advice and constructive critical commentary on the student's plans and drafted work as they progress. Students should expect to receive "one-to-one" supervision during each term, to be arranged with the tutor at mutually convenient times.</p> <p><b>Independent learning</b> Students will need to work with a high level of independence throughout this module. 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.</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 1451 1230 1648"> <thead> <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> </thead> <tbody> <tr> <td>300</td> <td>36</td> <td>264</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	36	264	0	300
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours							
300	36	264	0	300							

	<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"> <tr> <td>Coursework assessment percentage</td> <td>70%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>30%</td> </tr> <tr> <td></td> <td>100%</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	Coursework assessment percentage	70%	Practical exam assessment percentage	30%		100%						
Coursework assessment percentage	70%												
Practical exam assessment percentage	30%												
	100%												
Reading Strategy	<p>Students are expected to identify all reading relevant to their chosen project topic for themselves. They will be 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.</p> <p>Students may be asked to purchase a small number of primary texts suited to their individual projects.</p> <p>The development of literature searching skills is supported by a Library seminar. Level 3 skills will build upon the skills gained by the student in Levels 1 and 2. Additional support is available through the library webpages, 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><b>Indicative reading list</b>  <i>There is no core reading for this module.</i></p>												

<b>Part 3: Assessment</b>	
Assessment Strategy	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Presentation (30%) The required duration will be included in the module handbook.</li> <li>• Portfolio (70%) The weighting will typically be as follows: 10% - A final draft of the project proposal. 75% - The writing project (see details below). 15% - A reflective essay or report on the context, aims and processes of the project.</li> </ul> <p>The writing project will typically take one of the following forms (although other forms may be used, subject to the agreement of teaching staff):</p> <p><b>Fiction</b> 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.</p> <p><b>Script or Screenwriting</b> An original script (for example for stage or radio) or a screenplay (for example for film or TV). This may be a complete work, or a major extract from a longer piece with a treatment for the whole work.</p>

	<p><b>Narrative Non-fiction</b> 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.</p> <p>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 for the project, the proposal and 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.</p> <p>Typically the submission for assessment will be a writing project. However, 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. Again, a word count limit in this case will be set by staff.</p>
--	---

Identify final assessment component and element	<b>Component A2</b>	
% weighting between components A and B (Standard modules only)	A:	B:
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Presentation	30%	
2. Portfolio	70%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Presentation Portfolio	30%	
2. Portfolio	70%	
<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>		