

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Industry Experience		
Module Code	UALAUX-15-2	Level	2
For implementation from	September 2017		
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 undertake an appropriate period of work-integrated learning in order to develop a deeper understanding of film and wider media industry context, professional roles and working practices. This module builds on the focus on enterprise awareness at L1, where students research and start to connect to the local film and media industry in order to lay the foundation for future opportunities. Here, students are supported to capitalize on that activity; to look at the industry more widely and to use an enterprising mind-set in order to achieve an experience of work in line with their developing career aims and aspirations. This, in turn, builds to activity at L3, where entrepreneurial capability is underpinned via the development of a professional portfolio, including business plans and self-promotional materials.</p> <p>Through an initial series of lectures, students are introduced to various practices for making links with professionals, including preparing effective CVs and letter writing specific to the protocols that exist in the film industry. Seminars and practical exercises develop and extend knowledge and skills in relation to such topics as: personal SWOT analysis, research and information analysis skills, networking, pitching, preparing for interviews, freelance business skills, such as costing time and work, ethical concerns and defining personal values, sustainable career development, self-employment, employment and 'portfolio careers', postgraduate study and continuing professional development (CPD), graduate placement schemes, careers fairs, UWE Careers Service support for and beyond graduation, portfolio reviews, preparing personal promotional materials and developing appropriate self marketing strategies, particularly on-line. This teaching and learning is enhanced 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.</p> <p>Students are supported through the process of approaching industry professionals or companies relevant to their practice as well as facilitated to develop a reflective practice as a strategy for focused career planning to graduation and beyond. 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 guided.</p>

ACADEMIC SERVICES

During the year students embark on a programme of work-integrated learning, the full requirements for which are detailed in the Module Handbook. The expectation is that, overall, this should be sufficiently substantial to enable the student to experience as well as observe the workplace. Students' individual programme of activity must be negotiated and approved by staff and, where possible, the days should be arranged outside the teaching schedule so they do not conflict with students' attendance at the taught programme. Students record these activities as a log. They also reflect on their accumulated experience in a paper.

Part 3: Assessment

Assessment strategy

The assessment enables the student to demonstrate achievement across all the learning outcomes of the module and has been chosen to enable students to combine a range of outputs supported by the teaching and learning. The focus of assessment is to encourage students to embark on a highly critical analysis of their abilities and experiences within current industry frameworks. It supports students through the process of learning protocols for contacting relevant film industry companies and individuals and engages students in the process of evaluating destinations after graduation. The assessment also acts as an academic health check for appropriate communication and goals going into the final year of study.

Formative assessment

Formative assessment activities take place in seminars and workshops, such as discussion of students' draft CVs. All students will be expected to contribute to the critical evaluation of fellow students' work. Individual tutorials also provide students with a clear understanding of their progress and advice about how this can be improved.

Summative assessment

Component A1: Industry Portfolio (100%)

Guidance as to the approach and detailed requirements for the Industry Portfolio are fully explained in the Module Handbook. Indicative items include: a critical reflection that covers both the work integrated learning and other activities of the module, an illustrated log of activity, examples of CV's and covering letters. All items to be professionally presented and equivalent to 3,000 words.




Assessment criteria (as related to learning outcomes)

Students will be assessed using the following criteria:

- **Research and Development:** the level of systematic research and analysis of information to establish a clear direction in relation to employment and/or further study, relating to personal interests and ambitions; research and identification of strategies to develop a sustainable career in professional media production (LO1, LO2);
- **Audience Engagement and Storytelling:** the level of effectiveness of materials as presented to prospective work-integrated learning opportunity providers (LO6);
- **Craft and Technical Skills:** the level of evidence of continuing acquisition of craft and technical skills in relation to career aims and ambitions (LO3);
- **Professional Practice:** the extent of refinement in the development and professional presentation of CV and appropriate self-promotional/marketing strategy; the level of ability to manage independent learning effectively and to explain and articulate it (LO4, LO5, LO6);
- **Contextual Understanding and Analysis:** the depth of evaluation of work-integrated learning, demonstrating a depth of contextual understanding of the professional requirements, processes and protocols of the discipline; critical reflection on their own practice, skills, attributes and aptitudes in relation to their career intentions (LO7).

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)	

ACADEMIC SERVICES

1. Industry Portfolio (equivalent to 3,000 words)	100%																														
Resit (further attendance at taught classes is not required)																															
Component A (controlled conditions) Description of each element	Element weighting (as % of component)																														
1. Industry Portfolio (equivalent to 3,000 words)	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. Utilize systematic research to build contextual understanding of professional working practices and skills required to work in film and/or media industry to underpin analysis of opportunities for a period of work-integrated learning and future employment; 3. Maintain own professional development through the continued acquisition of craft and technical production skills; 4. Manage independent learning by both using own initiative and responding effectively to advice; 5. Use effective self-management and people skills in the work-place; 6. Present themselves and their work in a confident, professional and coherent manner, communicating in a clear and engaging way, in person and in writing; 7. Observe, record and critically reflect upon a period of work-integrated learning, analyzing own performance, the perspective of the employer, and drawing connections between their experience and theories, practice and context explored in the course; <p>All assessed through Component A1.</p>																														
Key Information Sets Information (KIS) Contact Hours Total Assessment	<table border="1" data-bbox="528 1301 1422 1697"> <thead> <tr> <th colspan="5" data-bbox="528 1301 1422 1346">Key Information Set - Module data</th> </tr> <tr> <td data-bbox="528 1346 660 1384"></td> <td data-bbox="660 1346 820 1384"></td> <td data-bbox="820 1346 979 1384"></td> <td data-bbox="979 1346 1150 1384"></td> <td data-bbox="1150 1346 1422 1384"></td> </tr> <tr> <td colspan="4" data-bbox="528 1384 1150 1422"><i>Number of credits for this module</i></td> <td data-bbox="1150 1384 1422 1422" style="text-align: center;">15</td> </tr> <tr> <th data-bbox="528 1458 660 1621">Hours to be allocated</th> <th data-bbox="660 1458 820 1621">Scheduled learning and teaching study hours</th> <th data-bbox="820 1458 979 1621">Independent study hours</th> <th data-bbox="979 1458 1150 1621">Placement study hours</th> <th data-bbox="1150 1458 1422 1621">Allocated Hours</th> </tr> <tr> <td data-bbox="528 1621 660 1659" style="text-align: center;">150</td> <td data-bbox="660 1621 820 1659" style="text-align: center;">36</td> <td data-bbox="820 1621 979 1659" style="text-align: center;">114</td> <td data-bbox="979 1621 1150 1659" style="text-align: center;">0</td> <td data-bbox="1150 1621 1422 1659" style="text-align: center;">150</td> </tr> </thead> <tbody> <tr> <td colspan="5" data-bbox="528 1659 1422 1697" style="text-align: right;"></td> </tr> </tbody> </table> <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>	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					
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																											
																															

ACADEMIC SERVICES

	<table border="1" data-bbox="638 152 1316 392"> <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>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		100%																			
Practical exam assessment percentage		0%																			
		100%																			
Reading List	<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 Quinn, E. and Counihan, J. (2006) <i>The Pitch</i>. Oxford: Focal Press.</p> <p>Further Reading Angell, R. (2009) <i>Getting Into Films and Television</i>. Revised and updated 9th ed. Oxford: How To Books. 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. 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. Priest, S. (2006) <i>Doing Media Research</i>. London: Sage Publications Inc. 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. Van Emden, J. (2004) <i>Presentation Skills for Students</i>. Basingstoke: Palgrave.</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 www.encounters-festival.org.uk www.jobsinbroadcast.co.uk www.theknowledgeonline.com www.mandy.com www.media-contacts.co.uk www.media.guardian.co.uk www.nesta.org.uk www.shootingpeople.org www.creativeskillset.org.uk www.startintv.com www.the-productionguide.co.uk www.whitebook.co.uk https://www.writersandartists.co.uk/</p>																				

ACADEMIC SERVICES

FOR OFFICE USE ONLY

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