




MODULE SPECIFICATION

Part 1: Information			
Module Title	Practice and Activism		
Module Code	UPCN9T-30-2	Level	2
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	ACE	Field	Cultural Industries
Department	Arts and Cultural Industries		
Contributes towards	BA Liberal Arts		
Module type:	Professional Practice		
Pre-requisites	none		
Excluded Combinations	none		
Co- requisites	none		
Module Entry requirements	n/a		

Part 2: Description
<p>Through comparative analysis, students will develop their understanding and awareness of the professional fields relevant to their developing interests. Students are encouraged to identify a specific theme or area of interest relevant to the Liberal Arts (e.g poverty reduction, fair employment, climate change etc) and to select organisations whose work focuses on activism and/or change-making in this area. Students will undertake placements (agreed with by their tutor) with organisations working in a field relevant to the students' developing specialist interests. The module will include a range of speakers and opportunities which will enable students to familiarise themselves with local organisations and introduce them to networks of sector organisations which may provide relevant work hosting/experiences.</p> <p>Students will work with professionals in their host organisations to identify a subject and to create a campaign which could support the organisation to develop an area of its work. Students will produce the designs for a campaign which would support the organisation to achieve this. Students will be supported to develop the skills necessary to construct a campaign through taught sessions and tutorial feedback.</p>
Part 3: Assessment
<p><u>Component A</u> The assessed presentation tests students' ability to develop critically nuanced arguments, and to demonstrate excellent presentation skills. Students also evidence their multimedia skills through the use of appropriate presentation tools.</p> <p><u>Component B1</u> This assignment tests students' critical, analytical, writing and presentation skills. Students also evidence their understanding of communicating developing research findings and outcomes to an identified audience.</p> <p><u>Component B2</u></p>

This assignment tests students' critical, analytical, reflective, project management, research and production skills.		
Identify final timetabled piece of assessment (component and element)	Comp B1	
% weighting between components A and B (Standard modules only)	A:	B:
	20%	80%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation (7-10mins)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Reflective Blog	50%	
2. Campaign Design	50%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation (7-10mins)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Reflective Blog	50%	
2. Campaign Design	50%	
Part 4: Teaching and Learning Methods		
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. Identify and appraise the knowledge and skills developed and acquired through the work-based learning (component B1) 2. Demonstrate professional communication skills (A1, B2) 3. Provide evidence of effective time management, practical knowledge of demands and challenges of professional contexts (B1, B2) 4. Identify and use relevant source material through which to contextualise their work-based learning (A1, B1, B2) 5. Identify the links between the experience of work and the theories and debates which underpin the field of study (B1, B2) 6. Reflect upon the practical challenges encountered when completing a work-based project, and identify potential solutions to such challenges (B1) 7. Report on their experiences and integrate their findings with an existing body of relevant literature (B1, B2) 	

Key Information Sets Information (KIS)	Key Information Set - Module data																														
	<i>Number of credits for this module</i>					30																									
Contact Hours	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																										
	300	72	228	0	300																										
Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes a;																														
	<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" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> <td></td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td></td> <td style="text-align: center;">75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td></td> <td style="text-align: center;">25%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> </table>					Total assessment of the module:					Written exam assessment percentage				0%	Coursework assessment percentage				75%	Practical exam assessment percentage				25%					100%	
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Practical exam assessment percentage				25%																											
				100%																											
Reading List	<p>Boler, M (2008) <i>Digital media and democracy: tactics in hard time</i>, MIT Press</p> <p>Brockbank, A. & McGill, I. (1998) <i>Facilitating Reflective Learning in Higher Education</i> Buckingham: SRHE & Open University Press</p> <p>Demopoulos, T (2007) <i>What no one ever tells you about... blogging and podcasting : real-life advice from 101 people who successfully leverage the power of the blogosphere</i>, Chicago</p> <p>D'Souza, S (2008) <i>Brilliant networking: what the best networkers know, do and say</i> London: Pearson</p> <p>Douglas, A (2006) <i>The Essential Work Experience Handbook</i> London: Gill & MacMillan</p> <p>Fanthome, C (2004) <i>Work Placements: A Survival Guide for Students</i> London: Palgrave MacMillan</p> <p>Guile D & Griffiths T (2001) <i>Learning Through Work Experience in Journal of Education and Work</i>, Vol. 14, No.1</p> <p>Handy, C (1990) <i>Understanding voluntary organisations</i> London: Penguin</p> <p>Keller, J (2015) <i>Girls' feminist blogging in a postfeminist age</i>, Routledge</p> <p>Laville, J.L (2015) <i>Civil society, the third sector and social enterprise: governance and democracy</i>, Routledge</p> <p>Morgan, G. (1997) <i>Images of Organization</i>, London: Sage</p> <p>Walker Rettberg, J (2013) <i>Blogging</i>, Polity Press</p>																														

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First CAP Approval Date	9 March 2017 link to MIA		
Revision CAP Approval Date	Version	2	<i>Link to RIA</i>
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