UWE Bristol | University of the West of England

MODULE SPECIFICATION

Part 1: Information			
Module Title	Career Strategies for Photography		
Module Code	UALAY3-15-3	Level	3
For implementation from	September 2019		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Arts, Creative Industries and Education	Field	Lens and Moving Image
Department	Film and Journalism		
Contributes towards	BA (Hons) Photography (compulsory)		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description

The aim of this module is to enable students to consolidate their knowledge and understanding of their area of practice in relation to the professional context, and develop strategies for graduation and progression to employment or further study. The module is designed to contribute to the refinement of students' contextual understanding of their discipline, and enable them to focus this towards identified personal career aspirations and the opportunities offered, directly and indirectly, by the industry. In addition, it will support students' understanding of the skills and attributes that develop entrepreneurial capability.

Delivery is focused upon the further development of research skills, the analysis of information and application of this in relation to students' individual work and ambitions. Activities leading towards collective promotion and/or exhibition enable students to extend their ability for collaboration and teamwork. During the module, students are encouraged to articulate their own interests within the range of disciplines encompassed by their subject, building on the development and exploration of these themes earlier in the programme. A series of workshops, seminars and practical exercises will develop and extend knowledge and skills in relation to such topics as:

- Costing time and work
- Ethics, including wider issues of sustainable development in relation to practice
- Sustainable career development, including entrepreneurship ideas and practices
- Self-employment, employment and "portfolio" careers
- Postgraduate study and continuing professional development (CPD)
- Graduate placement schemes and UWE careers service support for and beyond graduation Refining their personal promotion materials and preparing for interviews etc. Careers Fairs
- Portfolio reviews (professional)
- Work-integrated learning opportunities, including placements, live briefs, and volunteering

In the early part of the module students are first asked to confirm their main areas of interest within the subject or broader professional context, and their own personal direction for career development post-graduation, and longer-term goals. This will form the basis for their further research and investigation, and preparation for graduation. For the end of the module, students will produce appropriate collated work and promotional material in relation to their aims and target employer/career progression.

During the course of the module, students are required to address approximately 36-40 hours of their study to engagement with work experience. This could be made up of a placement or number of shorter placements or working on live briefs in a relevant area as set by the programme.

Lectures, workshops, tutorials and seminars underpin the learning process by delivering factual information and setting out issues to be considered. These offer examples and critiques of existing practice. Visiting speakers are also invited to demonstrate examples of professional working practice, and provide case studies of evolving career paths. Employer forums and portfolio surgery events are offered within and across programmes.

Support and guidelines for effective research builds on the skills introduced earlier in the course. Key headings/questions help students to focus their research into professional contexts, and use a range of research methods and approaches. Primary research, through links to professional contexts is particularly encouraged. This activity is monitored and supported through group tutorials where the sharing of information is encouraged.

UWE Careers continues to be available to all students at this stage, in relation to recruitment fairs, individual support, etc. These and other initiatives are available within and across subject areas. Students are expected to make full use of these opportunities, and evidence engagement in their assessment submissions.

Presentations and tutorial and seminar discussions allow the students to develop greater confidence in this aspect of key/transferable and professional skills. For the summative presentation, students should have examples of their recent work and also appropriate research material (such as examples of other artists/designers/media practitioners' work) to refer to. The presentation and subsequent discussion with tutors is an opportunity for students to review, contextualise and critically reflect upon their practice.

The Professional Practice and Work Experience File, as in Professional Practice and Work Experience 1 and Professional Practice and Work Experience 2, is also used in this module. The file will consist of evidence of the module assignments, lectures, discussions and activities, which students are required to respond to and the Work Experience Document. It provides a place for students to collate and reflect on the material and ideas they are finding and being introduced to through the module. It supports the production of their personal progression plan / exit strategy and must contain evidence from their individual presentation.

Part 3: Assessment

The assessment enables the student to demonstrate achievement across all the learning outcomes of the module. This assessment type has been chosen to enable students to combine a range of outputs supported by the teaching and learning and to facilitate the development of reflective learning in relation to professional practice. 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
Formative assessment activities involve students participating in the evaluation of presented work (their own and others') in group tutorials. All students will be expected to contribute to the critical evaluation of fellow students' work. Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.

Summative assessment
Students produce a Professional Practice and Work Experience File (Component A), the contents of which are confirmed in the Module Handbook.

Indicative items include such items as collated practical work such as portfolio, show-reel, contributions to collaborative initiatives etc as appropriate, and an online portfolio. The File should also include a personal progression plan (written and/or alternative format submission), which identifies how personal strengths and weaknesses, and understanding of the professional context the student is aiming for has been developed through the module and critically considers the effectiveness of the outcomes for career progression post-graduation. The Professional Practice and Work Experience File may be submitted as an online presence (i.e. blog or website).

Within Professional Practice and Work Experience File, students will produce a Work Experience Document consisting of a 1,000 word reflective report of engagement undertaken, notes on research undertaken to support

the report plus any relevant images.

This report will:

- Research and critically analyse chosen aspects of contemporary professional practice and apply this knowledge to the evaluation of their own strengths and career aspirations;
- recognize, explore and articulate the links between work-based learning with their academic programme (and vice versa);
- explore, identify and build on their skills, personal development and interests;
- develop a variety of transferable 'employability' skills and abilities such as time management, self-presentation and reflection and research skills.

The Professional Practice and Work Experience File will also support the production of an individual visual presentation (as summative critique) which students will give to their tutors mid-way through the module. Students will select visual and/or textual material which best represents their practice and research methods and give a 15 minute presentation to include Q+A. This presentation may take a number of forms including a mock interview for a putative job/post graduate course, or other appropriate future opportunity.

Assessment criteria (as related to learning outcomes)

- **Research & Analysis:** The level of ability to research, analyse and reflect on information in order to establish a clear personal direction in relation to sustainable employment and/or further study; (LO1, LO2, LO3, LO6);
- **Contextual Understanding**: The level of ability to select and develop appropriate material and approaches to represent their practice effectively to a defined context/audience; (LO1, LO2, LO3, LO4, LO5, LO6);
- **Professional Engagement & communication:** Demonstrate awareness of professional attitudes and the ability to respond to requirements for progression to employment, self-employment or further study; (LO1, LO2, LO3, LO4, LO5, LO6);
- **Management and Organization**: The level of ability to organize and manage work effectively and professionally to resolve individual and collaborative tasks. (LO2, LO4, LO5, LO6).

Identify final timetabled piece of assessment (component and element)	Component A

% weighting between components A and B (Standard modules only)	A:	B:
	100%	

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Professional Practice and Work Experience File	100%
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Professional Practice and Work Experience File	100%

Part 4: Teaching and Learning Methods	
Learning Outcomes	On successful completion of this module students will be able to: 1. Research, analyze and evaluate sources of information relevant to the further development of practice &/or ambitions towards identified opportunities for employment; 2. Decide on exit strategies into employment or further study through the production of an appropriate post-graduation timeline incorporating any further training needs,
	experience, and other factors relating to sustainable career development. 3. Review, evaluate and critically reflect on their own work, and the work of others in relation to professional standards and career intentions; 4. Select and employ methods of documentation and presentation in self-promotional materials and presentations to a professional standard; 5. Apply creative, enterprise and professional skills in communicating effectively with a target audience; 6. Contribute to debate, discussion, exhibition, and other organizational / collaborative initiatives to address creative, promotional and professional tasks. All assessed through Component A.

Key Information Sets Information (KIS)	
Contact Hours	

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✅

Total Assessment

The table below indicates as a percentage the total assessment of the module which constitutes a;

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)

Total assessment of the module:		
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading List

All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online. Under the university's Copyright Licensing Agency (CLA) permit, reading packs with relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module. Text excerpts from books published in the UK may also be available via UWE Online Digital Collections, where permissible, during the module period. Any core reading is available in the Bower Ashton Library and will be indicated clearly in the module brief.

Further Reading: Books
Barrow, C. (2002) *The Complete Small Business Guide.* London: Capstone.
Caves, R. (2000) *Creative Industries: contracts between arts and commerce.* Boston: Harvard University Press.
Griffiths, J. (2011) *The Bigger Picture: The Essential Guide For Photographers.* London: Plain Tree Press.
Haynes, R. (2005) *Media Rights and Intellectual Property.* Edinburgh: Edinburgh University.
Howkins, J. (2007) *The Creative Economy: How People Make Money From Ideas.* London:

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Penguin.
Negus, K. & Pickering, M. (2004) *Creativity, Communications and Cultural Value.* London: Sage.
Pritchard, L (2011) *Setting Up a Successful Photography Business.* London: Bloomsbury.
Thomas, G and Ibbotson, J (2003) *Beyond the Lens.* London: Association of Photographers.

Further Reading: Journals Lurzer's
International Archive
Aperture
Artists Newsletter
Blueprint
The British Journal of Photography
Creative Review
Hotshoe
Photoworks
Portfolio (back Issues)
Source

Further Reading: Websites
a-n – website for Artists Newsletter Magazine - http://www.a-n.co.uk
AOP (Association of Photographers) - home.the-aop.org
Arts Council of England - www.artscouncil.org.uk
Arts Matrix – www.artsmatrix.org.uk
BIPP (British Institute of Professional Photographers) – www.bipp.com
BRAVE – www.brave.org.uk
Keynote Project - www.keynote-project.co.uk
Lürzer's International Archive - http://www.luerzersarchive.net
Le Book - www.lebook.com/gb/
RPS (Royal Photographic Society) www.rps.org

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