

University of Wales Trinity Saint David

Faculty of Humanities and Performing Arts

PROFESSIONAL DEVELOPMENT



CAMF5012

2018-19

CAMF5012 PROFESSIONAL DEVELOPMENT

20 Credit Module

For seminar times see Programme Outline on page 6

Room: TL10

Module Coordinator: Dr Matt Jones

(Room: Staff Office; email: matthew.jones@uwtsd.ac.uk)

SYLLABUS:

Lectures will introduce students to the professional requirements of the Creative Industries, to the need for a professional Curriculum Vitae, and will develop their understanding of working for, or applying to, a media organisation. Workshops and tutorials will develop the student's understanding of the requirements of a Creative Industries placement or professional pitch, and will guide students through the creation of a focused report on each stage of the professional development activity. The work placement or professional pitch will give the student an opportunity to gain experience in the professional codes, practices and processes of their chosen media field, and to reflect upon their own skills.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	90	45%
Placement learning*	80	40%
TOTAL	[credit x10]	100%

- For those students undertaking a professional pitch rather than a placement, the 80 hours will be replaced by a practical project of an equivalent length, appropriate to the nature of their pitch.

MODULE AIMS:

- To introduce students to the processes involved in finding and developing film and media work within an organisation and prepare them for the workplace.
- To develop an awareness of contemporary practices within the creative industries and of individual responsibilities appropriate to a professional role.

LEARNING OUTCOMES:

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Demonstrate a personal and professional skills audit in relation to their work placement or professional pitch and identify their skills gaps;
- Develop identified work-related skills through practice and engagement with industry;
- Critically reflect on their production skills in a 'real world' scenario, and evaluate their performance throughout the work placement or professional pitch.

CONTENT:

- Students will produce a covering letter, professional CV and web profile to send to the company which will be hosting their work placement. The work placement will be arranged through consultation with student, staff and the company concerned. While on the placement, students will engage with the demands of the work place in their chosen field of industry.
- Those students for whom a work placement may not be practical or possible will prepare a professional pitch to an appropriate company, including a covering letter, professional CV and web profile, and a project completed specifically for the module relevant to their chosen field and company. The completed work should showcase the skills and potential of the student to be employed within their chosen sector of industry.
- Through engagement with the contemporary creative industries, students will understand the skills requirements for their chosen professional field.
- Students will develop the content for a Creative Industries focused CV and covering letter to their chosen company.
- Through work placement activities or professional pitch, students will develop an understanding of how the professional workplace functions and gain an insight into effective professional practices.
- The writing of a report on their experiences whilst at the company, or producing work for their pitch to a company, including a reflection on the feedback from their company, will develop independent reflective learning practices and will enhance students' professional development, particularly in relation to recognizing the demands of employers.

TRANSFERABLE SKILLS:

Report writing, practice related skills, engagement with professional production practices, oral expression, research skills, organise and manage a directed project, communication, evaluative skills, deliver work to a specific brief and format, initiate and realise creative work to appropriate practices.

MODULE EVALUATION:

At the end of the module students will be asked to complete a module evaluation form. Please refer to Learning Outcomes when making your evaluation.

BIBLIOGRAPHY

Essential

Davies, R. and Sigthorsson, G. (2013) *Introducing the Creative Industries: From Theory to Practice*. London: SAGE.

Fanthome, C. (2004) *Work Placements - A Survival Guide for Students*. Basingstoke: Palgrave Macmillan.

Mills, C. (2013) *You're Hired! How to Write a Brilliant CV*. Richmond: Trotman Publishing.

Moon, J. (2006) *Learning Journals: A Handbook for Reflective Practice and Professional Development*. London: Routledge.

Neugebauer, J. and Evans-Brain, J. (2009) *Making The Most of Your Placement*. London: SAGE.

Recommended

Aldridge, M. (2007) *Understanding the Local Media*. Milton Keynes: Open University Press.

Connell, B. (ed.) (2010) *Exploring the Media: Text, Industry, Audience* (2nd ed.). London: Auteur.

De Bono, E. (2009) *Lateral Thinking: A Textbook of Creativity*. London: Penguin.

Douglas, A. and O'Neill, S. (2010) *The Essential Work Experience Handbook*. Dublin: Gill & Macmillan.

Finney, A. (2010) *The International Film Business: A Market Guide Beyond Hollywood*. London: Routledge.

Hartley, J., Potts, J., Cunnigham, S., Flew, T., Keane, M., Banks, J. (2012) *Key Concepts in Creative Industries*. London: SAGE.

Herbert, I. and Rothwell, A. (2004) *Managing Your Placement: A Skills Based Approach*. Basingstoke: Palgrave Macmillan.

Hesmondhalgh, D. (2012) *The Cultural Industries*. London: SAGE.

Katz, H. (2010) *The Media Handbook: A Complete Guide to Advertising, Media Selection, Planning, Research and Buying* (4th ed.). London: Routledge.

Llewellyn, S. (2005) *A Career Handbook for TV, Radio, Film, Video and Interactive Media*. London: A & C Black.

McDonald, P. (2007) *Video and DVD Industries*. Basingstoke: Palgrave.

Sharp, E. (2009) *How to Get a Job in Television: Build Your Career from Runner to Series Producer*. London: A & C Black.

Spilsbury, R. (2014) *I'm Good At: Media What Job Can I Get?* London: Weyland.

Journals

Broadcast

Websites

www.broadcastnow.co.uk

www.creativeskillset.org

www.gothinkbig.co.uk/opportunities

www.gowales.co.uk

www.hse.gov.uk

www.lynda.com

www.media.info

www.thebigchoice.com

www.thewhitebook.co.uk

Students will be directed to appropriate online resources over the course of the module.

PROGRAMME OUTLINE:

Seminar 1: 10.00-13.00, Tue 5 March

Introduction.

Seminar 2: 10.00-13.00, Mon 11 March

Writing CV's and Professional Practice.

Seminar 3: 11.00-14.00, Thu 14 March

Preparing for Work Placement.

Seminar 4: 11.00-14.00, Thu 4 April

Preparing Reports.

Contact time and support will be available during the placement via email. Tutorials will be held around the dates that students are away on work placements.

You must regularly check emails and Moodle to ensure that you are in contact with staff during your work placement. Facebook will not be used for communication.

Seminar 5: 10.00-13.00, Wed 24 April

Post-Placement Tutorials, by appointment

LEVEL 5 ASSESSMENT SPECIFICATION			
Module:	Professional Development		
Module code:	CAMF5012	Contribution to Overall Module Assessment (%):	30
Lecturer:	MJ	Internal Verifier:	BA
Assignment Title:	Assessment 1: Portfolio	Word count (or equivalent):	1500 words
Submission deadline:	Thu 4 April 2019	Return date of provisional marks & written feedback:	Thu 2 May 2019
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): All work must be submitted via the Assignment Submission space provided on the Moodle module. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

- Demonstrate a personal and professional skills audit in relation to their work placement or professional pitch and identify their skills gaps;
- Develop identified work-related skills through practice and engagement with industry;
- Critically reflect on their production skills in a 'real world' scenario, and evaluate their performance throughout the work placement or professional pitch.

TASK DESCRIPTION

Assessment Component 1 – 30% (Coursework)

Portfolio (equivalent to 1500 words).

Professional development portfolio, which comprises of:

- CV, web profiles and covering letter to the company (40%);
- a set of outcomes agreed between the student and their individual company, including the dates to be worked and nature of duties for placement students, or for those students engaged in a pitch, the type and scope of professional work to be created to showcase their skills (30%);
- a reflection by the student on the employability skills they hope to gain from the professional development activity, and how these relate to the learning outcomes of the module (30%).

Assignment Due: noon, Thu 4 April 2019

You must avoid using the same texts and examples or the same subject matter in your two assignments.

Work should be labelled with your student number, module code, and assignment number and full title. The essay question being addressed should be reproduced in full.

All written work must be produced in a Microsoft Word compatible document, and submitted via Moodle by the deadlines given above.

Work should be double spaced, page numbered, and fully referenced according to the School's referencing booklet. Filmographies and bibliographies must be included in the submission of all written work.

A word count should be supplied at the end of your work, which should not include filmographies and bibliographies.

Feedback will be given by Thu 2 May 2019

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *You need to demonstrate your ability to engage with literature skills by using relevant and focused scholarly materials from an appropriate range of current and/or seminal sources, evaluating the credibility of these sources, and ensure that your work is properly referenced.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You need to demonstrate your knowledge and understanding of the personal and professional skills required for your work placement*

Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing 'What?' but also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You need to demonstrate the cognitive and intellectual skills required to perform effectively in the workplace, i.e. a ‘real-world’ scenario.*

3. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You need to demonstrate the practical skills required for your work placement, including those related to the production of a CV and an online presence.*

4. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *You must provide evidence of the qualities and transferable skills appropriate to the task, demonstrating a professional attitude by managing your resources effectively, including time management, and through effective communication, including verbal and written communication with your tutors and your colleagues in the workplace.*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Category Awarded
1. Engagement with Literature Skills	
2. Knowledge and Understanding Skills	
3. Cognitive and Intellectual Skills	
4. Practical Application Skills	
5. Transferable Skills for Life and Professional Practice	
Module Learning Outcomes	
6. Demonstrate a personal and professional skills audit in relation to their work placement or professional pitch and identify their skills gaps	
	NA
7. Develop identified work-related skills through practice and engagement with industry	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		of referencing.			.		
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
judgement; the limits of their knowledge, and how this influences their analyses and interpretation s.)	develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles)	Limited or no use of established methods, materials, tools	Rudimentary application of established methods, materials, tools	An adequate awareness and mostly appropriate application of	A good and appropriate application of established methods,	A very good application of a range of established methods,	An advanced application of a range of established methods,	Exceptional levels of application and deployment skills using

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied.	materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
					Evidence of some creativity.		
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work,	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	g.	meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	exercise of personal responsibility and decision-making, with just occasional minor weakness.	excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	personal responsibility and decision-making and an appetite for further development.

LEVEL 5 ASSESSMENT SPECIFICATION			
Module:	Professional Development		
Module code:	CAMF5012	Contribution to Overall Module Assessment (%):	70
Lecturer:	MJ	Internal Verifier:	BA
Assignment Title:	Assessment 2: Written Report	Word count (or equivalent):	3000 words
Submission deadline:	Mon 29 Apr 2019	Return date of provisional marks & written feedback:	Tue 28 May 2019
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): All work must be submitted via the Assignment Submission space provided on the Moodle module. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

- Demonstrate a personal and professional skills audit in relation to their work placement or professional pitch and identify their skills gaps;
- Develop identified work-related skills through practice and engagement with industry;
- Critically reflect on their production skills in a 'real world' scenario, and evaluate their performance throughout the work placement or professional pitch.

TASK DESCRIPTION

Assessment Component 2 – 70% (Written)

Written Report (equivalent to 3000 words).

Report to comprise of a reflection on the student's engagement with their professional development activities over the course of the module, including a response to the host company's feedback. The report will be accompanied by two appendices (which do not contribute to the word count):

- Official feedback from the company
- A daily journal of professional development activities, and for students engaged in a pitch, the work that was used to showcase their skills.

Assignment Due: Mon 29 Apr 2019

You must avoid using the same texts and examples or the same subject matter in your two assignments.

Work should be labelled with your student number, module code, and assignment number and full title. The essay question being addressed should be reproduced in full.

All written work must be produced in a Microsoft Word compatible document, and submitted via Moodle by the deadlines given above.

Work should be double spaced, page numbered, and fully referenced according to the School's referencing booklet. Filmographies and bibliographies must be included in the submission of all written work.

A word count should be supplied at the end of your work, which should not include filmographies and bibliographies.

Feedback will be given by Tue 28 May 2019

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

5. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *You need to demonstrate your ability to engage with literature skills by using relevant and focused scholarly materials from an appropriate range of current and/or seminal sources, evaluating the credibility of these sources, and ensure that your work is properly referenced.*

6. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You need to demonstrate your knowledge and understanding of the personal and professional skills required for your work placement through self-reflection in a written report*

Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing 'What?' but also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You need to demonstrate the cognitive and intellectual skills required to produce a self-reflective report engaging with your experiences while on work placement*

7. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You need to demonstrate the practical skills required to produce a self-reflective report work engaging with your experiences while on work placement*

Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *You must provide evidence of the qualities and transferable skills appropriate to the task, demonstrating a professional attitude by managing your resources effectively, including time management, and through effective communication, including verbal and written communication with your tutors and your colleagues in the workplace.*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Category Awarded
1. Engagement with Literature Skills	
2. Knowledge and Understanding Skills	
3. Cognitive and Intellectual Skills	
4. Practical Application Skills	
5. Transferable Skills for Life and Professional Practice	
Module Learning Outcomes	
6. Critically reflect on their production skills in a 'real world' scenario, and evaluate their performance throughout the work placement or professional pitch.	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		of referencing.			.		
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
judgement; the limits of their knowledge, and how this influences their analyses and interpretation s.)	develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles)	Limited or no use of established methods, materials, tools	Rudimentary application of established methods, materials, tools	An adequate awareness and mostly appropriate application of	A good and appropriate application of established methods,	A very good application of a range of established methods,	An advanced application of a range of established methods,	Exceptional levels of application and deployment skills using

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied.	materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
					Evidence of some creativity.		
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work,	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	g.	meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	exercise of personal responsibility and decision-making, with just occasional minor weakness.	excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	personal responsibility and decision-making and an appetite for further development.

FEEDBACK

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes
- Direct questions and responses from tutors inside and outside formal classes
- Email correspondence between teachers and students
- Interactions between students and teachers using the module message board on Moodle
- Informal comments and responses to pitches and presentations in classes
- Comments and annotations added to written submissions, such as essays and reflective journals
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms

You will have the opportunity to discuss your feedback with your Module tutor.

Feedback will be returned on assessed work within 4 weeks of submission.