

University of Wales Trinity Saint David



PROFESSIONAL DEVELOPMENT

HPMF5009

2019-20

PROFESSIONAL DEVELOPMENT

HPMF5009

20 Credit Module

Tutorial: Tuesday 2-3pm Room TL9

Lecture: Tuesday 15.00-17.00 Room: TL12 (Mac Lab)

Module Coordinators:

Mr Martin Wilding

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 an understanding of the requirements of a creative industries placement/professional pitch and will guide students through the creation of a focused report on each stage of the professional development activity. The work placement/professional pitch will give students an opportunity to gain experience in the professional codes, practices and processes of their chosen media field, and to reflect upon their own skills.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

For those students undertaking a professional pitch rather than a placement, the work 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 will 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 workplace in their chosen field of industry. The placement should last no less than 40 hours and no more than 80 hours.

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- 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., Cunningham, 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.

MODULE OUTLINE:

Week 1: Tue 24th Sep 2019

INTRODUCTION

What to expect from this module, the work that is required from you, why it will help you take the first steps on a career in the creative industries and how to get the best out of it.

Week 2: Tue 1st Oct 2019

HERE I AM!

A workshop to help you create a stand-out CV, develop an arresting personal profile, produce a compelling introduction for prospective employers and promote your services to potential customers.

Week 3: Tue 8th Oct 2019

WHAT IS IT THAT YOU WANT TO DO?

A workshop to help you define work placement objectives that are pertinent to your career objectives and beneficial to the needs of your placement company.

Week 4: Tue 15th Oct 2019

PERFECT PITCH

A workshop to help you produce winning pitches for creative projects and ideas.

Week 5: Tue 22nd Oct 2019 (Portfolio submission by Noon, Fri 25th Oct 2019)

PREPARING FOR WORK PLACEMENT

A seminar on how to gain the most value from your work placement, how to record your experiences and how to take stock of what you gain from, and deliver to, your placement company.

Week 6: READING WEEK

WORK PLACEMENT

Placement with a participating company.

Week 7: Tue 5th Nov 2019

PLACEMENT REPORTS

A workshop to examine placement experiences, audit skills and develop profiles.

Week 8: Tue 12th Nov 2019

THE BUSINESS

A seminar on the creative industries and finding your place within them.

Week 9: Tue 19th Nov 2019

WHO YOU KNOW

A workshop on building a network of contacts for mutual benefit.

Week 10: Tue 26th Nov 2019

COMPANY VISIT

Visit to Tanabi Productions, a film and digital media production company, in Swansea.

Week 11: Tue 3rd Dec 2019

REPORT WRITING

A workshop on writing professional reports.

Week 12: Tue 10th Dec 2019

COMPANY VISIT

Visit to Bad Wolf Studios in Cardiff.

LEVEL 5 ASSESSMENT SPECIFICATION

Module:	Professional Development		
Module code:	HPMF5009	Contribution to Overall Module Assessment (%):	30
Lecturer:	MW	Internal Verifier:	MJ
Assignment Title:	Assessment 1: Portfolio	Word count (or equivalent):	1500 words
Submission deadline:	Noon, Fri 25th Oct 2019	Return date of provisional marks & written feedback:	22nd Nov 2019
Submission method:	The portfolio must be submitted to the assignment submission provided space on the module Moodle page. 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, Fri 25th Oct 2019

Work should be labelled with your student number, module code, and assignment number and full title.

All written work must be produced as a PDF 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.

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

Feedback will be given by **22nd Nov 2019**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria on the module marking proformer.

1. Engagement with Research

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 a webpage.

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.

LEVEL 5 ASSESSMENT SPECIFICATION

Module:	Professional Development		
Module code:	HPMF5012	Contribution to Overall Module Assessment (%):	70
Lecturer:	MW	Internal Verifier:	MJ
Assignment Title:	Assessment 2: Written Report	Word count (or equivalent):	3000 words
Submission deadline:	Fri 10th Jan 2019	Return date of provisional marks & written feedback:	Fri 7th Feb 2020
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.) 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: Noon, Fri 10th Jan 2019

The placement should last no less than 40 hours and no more than 80 hours.

Work should be labelled with your student number, module code, and assignment number and full title.

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.

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

Feedback will be given by **Fri 7th Feb 2020**.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria on the module marking proformer.

1. Engagement with Research

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 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*

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 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.*

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.