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|  | University of Bolton |

BA (Hons) Gaming and Graphic Media Design

Level 4

MODULE CODE

**Professional Development 20 credits**

**MODULE HANDBOOK**

2021/2022

###### Semester 1

**Level HE**4

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# Module Overview

This module has been designed to facilitate your knowledge and understanding of personal and professional development. You will explore the development of the professions within the creative industries and the roles that make up those professions. This will prepare you for external factors affecting the creative industries, such as keeping up with trends and new developments in your specialist field. The module will enable you to both plan and reflect on personal development needs, recognising where your own strengths lie so you can apply these in a professional context. Through developing skills of self-reflection and self-appraisal you will develop the ability to appraise your own creative practice, identifying and evaluating personal development needs and progress. This module will also introduce you to essential study skills necessary for learning in Higher Education, enabling you to develop your understanding of how learning takes place both inside and outside your academic curriculum.

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| **Module Tutor** | **Paul Holmes** |
| **Email** | **p.holmes@bradfordcollege.ac.uk** |
| **Tel. no.** | **01274 088227** |
| **Availability and contact method(s)** | Scheduled drop in hours available for online support – and tutorial method (Zoom meeting, Teams call, etc) |
| **Weblink to Moodle Class** | https://moodle.bradfordcollege.ac.uk/enrol/index.php?id=12188 |
| **Weblink to Module Specification**  https://intranet.bradfordcollege.ac.uk/services/aqs/\_layouts/WordViewer.aspx?id=/services/aqs/Validated%20Documentation%20%20Bolton/Arts%20and%20Creative%20Industries/Creative%20Industries/BA%20(Hons)%20Games%20and%20Graphic%20Media%20Design/L4%20modules/DEFINITIVE%20-%20L4%20Prof%20Dev%20for%20the%20Creative%20Inds%201%20-%20May%202020.docx&Source=https%3A%2F%2Fintranet%2Ebradfordcollege%2Eac%2Euk%2Fservices%2Faqs%2FValidated%2520Documentation%2520%2520Bolton%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fservices%252Faqs%252FValidated%2520Documentation%2520%2520Bolton%252FArts%2520and%2520Creative%2520Industries%252FCreative%2520Industries%252FBA%2520%2528Hons%2529%2520Games%2520and%2520Graphic%2520Media%2520Design%252FL4%2520modules&DefaultItemOpen=1 |  |

# Learning and Teaching

This module is delivered using a blended learning approach with scheduled online and face-to-face sessions over **30** weeks.

Most sessions comprise an online lecture and a workshop activity or activities. If you are unable to attend a live session due to factors outside your control, you are expected to inform your tutor and engage in this, where possible, before the next scheduled session.

In weeks5,10, 16, 21 and 28, tutorials will take place which will provide you with the opportunity to discuss your progress on the module and receive feedback on assessments.

To complete the module successfully you must allocate a substantial amount of independent study time, which will include undertaking set activities and carrying out assessment activities.

# Module Communications

The Module Tutor’s contact details are provided at the top of this page. You must check your **Bradford College email address** and the **Moodle** area dedicated to this module regularly as many module communications are channelled through these media.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt. However responses will be longer in holiday periods.

# Module Description

The content will be delivered through lectures, one to one tutorials, group tutorials, tutor led discussion groups and seminar presentations. The module will also be delivered through a series of practical research sessions using IT and the library alongside visits to galleries, museums, design shows and industry talks.

# Learning Outcomes and Assessments

A range of formative assessment methods are used within this module. Formative feedback will be given during group critiques and tutorial sessions. The aim is to achieve deep learning where knowledge is developed through understanding and application. The learning outcomes, assessment criteria and assessment tasks will be clearly explained at induction and will be detailed in the module outline and assignment briefs. Feedback on assessment (both formative and summative) will address coverage of the learning outcomes and provide constructive guidance on how future work may be improved. Formative feedback does not contribute to your final module mark.

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| **Module Learning Outcomes** | **Assessment**  **No. and Type** |
| 1. Identify and explain selected research methods used in the discipline and apply them in defined contexts.  2. Explain, compare and interpret evidence from a range of sources appropriate to the student’s discipline. |  |
| 3. Demonstrate the student’s own strengths, targets, goals and areas for improvement |  |
| 4. Identify and articulate personal skills, abilities, interests and motivations and relate these to career opportunities. |  |

# 6. Assessment Deadlines

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment item** | | **Due Date** | **Weight** |
| *1* | Portfolio File | 17.05.21 | 100% |

# 7. Assessment Feedback

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), **you can expect your assignment and examination work to be marked and feedback provided not more than 20 working days**from the deadline date. However, please note that that such feedback will be provisional and unconfirmed until the Assessment Board has met and may therefore be subject to change.

Please take time to read or listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

# 8. Module Calendar

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| **Session No.** | **Date or Week Commencing** | **Topics Covered** |
| 1 | 14/09/2021 | Induction |
| 2 | 21/09/2021 | Moodboard presentations – all the group |
| 3 | 28/09/2021 | Research task – Creative Industry lecture. Research task for creative pathways. |
| 4 | 05/10/2021 | Skills audit – SWOT analysis – my creative life. Learning styles. Study Skills. Skills for success. Lecture on CV design. |
| 5 | 12/10/2021 | Students to create a CV. |
| 6 | 19/10/2021 | Demonstration of Illustrator and Photoshop for CV design |
| 7 | 26/10/2021 | Reading week – Complete session tasks / get up to date. |
| 8 | 02/11/2021 | .Students to produce CV design research and work in progress. |
| 9 | 09/11/2021 | Lecture and information on writing a covering letter Student to write a covering letter. |
| 10 | 16/11/2021 | Tutorials. |
| 11 | 23/11/2021 | Portfolio development. Online presence. Lecture. Task to collate good practice into a digital document. |
| 12 | 30/11/2021 | Developing assets for your online presence. Demo. Skills for success. |
| 13 | 07/12/2022 | Continue developing personal digital portfolio. |
| 14 | 14/12/2022 | Fun and reflection. |
|  | 21/12/2022 | Christmas Break |
|  | 28/12/2022 | Christmas Break |
| 15 | 08/01/2022 | Hand in. Formative Feedback |
|  | 18/01/2022 | Assessment week |
|  |  |  |
| Semester 2 |  |  |
| 1 | 18/01/2022 | Feedback tutorials – Advanced skills audit (Handout) – Revise SWOT analysis and skills audit |
| 2 | 25/01/2022 | Agency trip (if possible with covid) |
| 3 | 01/02/2021 | Preparing relevant materials for work in the creative industries. Lecture. Group activity, mind mapping relevant tools required. |
| 4 | 08/02/2021 | Continue to develop on line presence. |
| 5 | 15/02/2021 | External visit – Gaming company TBC |
| 6 | 22/02/2021 | Reading week |
| 7 | 01/03/2021 | Group critique on online presence. |
| 8 | 08/03/2021 | Networking lecture. Networking task. |
| 9 | 15/03/2021 | Continue networking task. Database of creative agencies. |
| 10 | 22/03/2021 | Group discussion and share good practice. |
| 11 | 29/03/2021 | Tutorials. |
| 12 | 05/04/2021 | Self directed ; Review assessment task work (PD file/reports etc.) |
|  | 12/04/2021 | Easter |
|  | 19/04/2021 | Easter |
| 13 | 26/04/2021 | Review and prepare PD files. Module reviews. Hand in all files. |
| 14 | 03/05/2021 | Assessment week |
| 15 | 10/05/2021 | Assessment week |
| 16 | 17/05/2021 | Assessment week |
| 17 | 24/05/2021 | Collect work & feedback |
| 18 | 31/05/2021 | Collect work & feedback |

# 9.. Formative Assessment

A range of formative assessment methods are used within this module. Formative feedback will be given during group critiques and tutorial sessions. The aim is to achieve deep learning where knowledge is developed through understanding and application. The learning outcomes, assessment criteria and assessment tasks will be clearly explained at induction and will be detailed in the module outline and assignment briefs. Feedback on assessment (both formative and summative) will address coverage of the learning outcomes and provide constructive guidance on how future work may be improved. Formative feedback does not contribute to your final module mark.

# 10. Indicative Reading

ALLEN, G. (2014). Let your creativity work for you: How to turn art work into opportunity.

BARTON, G. (2016) Don't Get a Job... Make a Job: How to make it as a creative graduate. London: Laurence King.

CLEAVER, P. (2014) What they didn't teach you in design school: What you actually need to know to make a success in the industry. London: I

LEX. COTTRELL, S. (2005) Critical Thinking Skills: Developing Effective Analysis and Argument.

COTTRELL, S. (2008) The Study Skills Handbook, 3rd Edition. Basingstoke: Palgrave Macmillan

COTTRELL, S. (2010) Skills for Success: The Personal Development Planning Handbook

EGGERT, M. (2007) The Perfect CV, London: Random House FORSYTH, P. (2006) How to Write Reports and Proposals. London: Kogan Page Ltd.

ILASCO, M. M. and Cho, J. D. (2010) Creative, Inc.: the ultimate guide to running a successful freelance business. San Francisco: Chronicle

LITTLEFORD, D. (2004) Career Skills: Opening Doors into the Job Market. Basingstoke:

MOON, J. (1999) Reflection in Learning and Professional Development: Theory and Practice. Oxon: Routledge Farmer. PERRY, M. and Melder, A. (2004). Marketing your creativity. Lausanne, Switzerland:

AVA. SCHON, D. (1984) The Reflective Practitioner: How Professionals Think in Action. New York: Basic Books INC. Journals: Aesthetica: a Review of Contemporary Artists, AN magazine for artists, Aperature, Art Monthly, Baseline: International Typographics Magazine, Computer Arts, Creative Industries Journal, Creative Review, Design Week, International Design Review

# 11. Guidelines for the Preparation and Submission of Written Assessments

1. Written assessments should be word-processed in Arial or Calibri Light font size 12. There should be double-spacing and each page should be numbered.
2. There should be a title page identifying the programme name, module title, assessment title, your student number, your marking tutor and the date of submission. All marking of assignments is conducted anonymously - please do not put your name on your assignment.
3. You should include a word-count at the end of the assessment (excluding references, figures, tables and appendices).

Where a word limit is specified, the following penalty systems applies:

* Up to 10% over the specified word length = no penalty
* 10 - 20% over the specified indicative word length = 5 marks subtracted (but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment).
* More than 20% over the indicative word length = if the assessment would normally gain a pass mark or more, then the final mark will capped at the pass mark for the assessment.

1. All written work should be referenced using the standard Harvard referencing style (please see Moodle for a full guide).
2. Unless otherwise notified by your Module Tutor, electronic copies of assignments should be saved as word documents and uploaded into Turnitin via the Moodle class area. If you experience problems in uploading your work, then you must send an electronic copy of your assessment to your Module Tutor via email BEFORE the due date/time.
3. Please note that when you submit your work to Moodle, it will automatically be checked for matches against other electronic information. The individual percentage text matches may be used as evidence in an academic misconduct investigation (see Section 13).
4. **Late work will be subject to the following penalties:**
   * Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.
   * More than 7 calendar days late **=** This will be counted as non-submission and no marks will be recorded.

Late submission of assessments on refer and those which are graded Pass/Fail only, is not permitted. Students may request an extension to the original published deadline date as described below.

1. **In the case of exceptional and unforeseen circumstances, an extension of up to 14 days after the assessment deadline may be granted.** This must be agreed by your Programme Leader, following a discussion the Module Tutor. You should complete an Extension Request Form available from your Tutor and attach documentary evidence of your circumstances, prior to the published submission deadline.

Extensions over 14 calendar days should be requested using the Mitigating Circumstances procedure, with the exception of extensions for individual projects and artefacts which, at the discretion of the Programme Leader, may be longer than 14 days.

**Requests for extensions which take a submission date past the end of the module (normally week 15) must be made using the Mitigating Circumstances procedures.**

Some students with registered disabilities will be eligible for revised submission deadlines. Revised submission deadlines do not require the completion extension request paperwork.

Please note that the failure of data storage systems is not considered to be a valid reason for an extension. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

# 12. Procedures for Examinations

N/A

# 13. Procedures for Other Assessments

# Refer to the assessment brief

# 14. Academic Misconduct

Academic misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning (contract cheating) amongst other offences. In order to avoid these types of academic misconduct, you should ensure that all your work is your own and that sources are attributed using the correct referencing techniques. You can also check originality through *Turnitin.*

Please note that penalties apply if academic misconduct is proven. Please see the Academic Misconduct policy on Moodle or in your Student Handbook for further details.

# 15. Assessments

**Level HE4 Examples of appropriate verbs:** classify, clarify, compare, contrast, define, demonstrate, describe, discuss, distinguish, explain, illustrate, interpret, justify, outline, present, produce, recognise, state, summarise.

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| --- | --- |
| **Assessment Number** | 1 |
| **Assessment Type (and weighting)** | Portfolio/File 100% |
| **Assessment Name** | Professional Development 1 |
| **Assessment Submission Date** | *May 2021* |

**Assessment Brief**

The brief for this module is to explore a range of activities that will inform your professional development. The understanding of your learning needs and styles will be investigated.

The body of work will be led by workshops and individual study and contain a wide range of outcomes that will lead to the production of sequential images in the form of a digital and printed format. Techniques will be investigated through investigation and applied to your final outcomes. The work will consist of a progress file evidencing an understanding of web presence, CV, covering letter, portfolio of work both digital and physical, research into design and creative agencies, trips, visits, galleries, company visits, conferences, study skills and presentation techniques and a skills audit - SWOT analysis.

**Level 3** - It is expected that the Reference List will contain at least **five sources**. As a MINIMUM the Reference List should include **three academic books**.

**Specific Assessment Criteria:**

(Please note that the General Assessment Criteria will also apply. Please see section 16)

**First class (70% and above):**

Students will provide an in-depth appraisal of the effectiveness of a sustainable tourism plan, demonstrating excellent critical reasoning skills. Focused and justified recommendations will be made as to how problems/weaknesses identified in the plan may be overcome, and sustainability improved. Extensive research demonstrating use of a wide range of current secondary research sources will be evident. Academic style and referencing will be excellent.

**Second class (50-69%):**

Students will provide a comprehensive appraisal of the effectiveness of a sustainable tourism plan, demonstrating critical reasoning skills. Justified recommendations will be made as to how problems/weaknesses identified in the plan may be overcome, and sustainability improved. Research demonstrating use of a wide range of current secondary research sources will be evident. Academic style and referencing will be good.

**Third class (40-49%):**

Students will provide a satisfactory appraisal of the effectiveness of a sustainable tourism plan, demonstrating critical reasoning skills. Considered recommendations will be made as to how problems/weaknesses identified in the plan may be overcome, and sustainability improved. Research demonstrating use of a range of current secondary research sources will be evident. Academic style and referencing will be fair.

**Fail (39% and below):** Students who do not meet the requirements of a third class grade will not successfully complete the assessment activity.

**Learning Outcomes Assessed:** *from definitive Module Specification*

LO2: Critically analyse and reflect on your qualities, attitudes and personal style with regard to your development as a practitioner.

LO3: Produce a personal development plan which flows out of the critical analysis and reflection and develop a strategy for its introduction.

16. **General Assessment Guidelines for Written Assessments Level HE4**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **%** | **Relevance** | **Knowledge** | **Argument/Analysis** | **Structure** | **Presentation** | **Written English** | **Research/Referencing** |
| Class I (Exceptional  Quality) | 85-100% | Directly relevant to title.  Expertly addresses the assumptions of the title and/or the requirements of the brief. | Demonstrates an exceptional knowledge/ understanding of theory and practice for this level through the identification and analysis of the most important issues. | Makes exceptional use of appropriate arguments and/or theoretical models.  Presents an analysis of the material resulting in clear, logical and original conclusions. | Coherently articulated and logically structured.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment.  Effective inclusion of figures, tables, plates (FTP). | An exceptionally well written answer with standard spelling and grammar.  Style is clear, resourceful and academic. | Sources accurately cited in the text. A wide range of contemporary and relevant references cited in the reference list in the correct style. |
| Class I (Excellent  Quality) | 70-84% | Directly relevant to title.  Addresses the assumptions of the title and/or the requirements of the brief. | Demonstrates an excellent knowledge/understanding of theory and practice for this level through the identification and summary of the most important issues. | Makes creative use of appropriate arguments and/or theoretical models. Presents an excellent discussion of the material resulting in clear, logical conclusions. | Coherently articulated and logically structured.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment.  Effective inclusion of figures, tables, plates (FTP). | An excellently written answer with standard spelling and grammar.  Style is clear, resourceful and academic. | Sources accurately cited in the text. A range of contemporary and relevant references cited in the reference list in the correct style. |
| Class II/i (Very Good Quality) | 60-69% | Directly relevant to title.  Addresses most of the assumptions of the title and/or the requirements of the brief. | Demonstrates a very good knowledge/understanding of theory and practice for this level through the identification and summary of key issues. | Uses sound arguments or theoretical models.  Presents a clear and valid discussion of the material.  Clear, logical conclusions. | Logically constructed in the main.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP. | A very well written answer with standard spelling and grammar. Style is clear and academic. | Sources are accurately cited in the text and an appropriate reference list in the correct style is provided. |
| Class II/ii (Good Quality) | 50-59% | Generally addresses the title/brief, but sometimes considers irrelevant issues. | Demonstrates a good knowledge/understanding of theory and practice for this level through the identification and summary of some key issues. | Presents largely coherent arguments. Some issues and theoretical models expressed in simplistic terms. Conclusions are fairly clear and logical. | For the most part coherently articulated and logically structured. An acceptable format is used. | The presentational style & layout is correct for the type of assignment.  Inclusion of FTP but lacks selectivity. | Competently written with minor lapses in spelling and grammar. Style is readable and academic in the main. | Most sources accurately cited in the text and an appropriate reference list is provided which is largely in the correct style. |
| Class III (Satisfactory Quality) | 40-49% | Some degree of irrelevance to the title/brief.  Superficial consideration of the issues. | Demonstrates an adequate knowledge/understanding of theory and practice for this level. An attempt is made to identify key issues. | Presents basic arguments, but focus and consistency lacking in places. Some issues may lack clarity, and/or theoretical models expressed in simplistic terms. Conclusions are not always clear or logical. | Adequate attempt at articulation and logical structure.  An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment.  Inappropriate use of FTP or not used where clearly needed to aid understanding. | Generally competently written although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and is non-academic in a number of places. | Some relevant sources cited.  Some weaknesses in referencing technique. |
| Borderline  Fail | 35-39% | Significant degree of irrelevance to the title/brief. Onlythe most obvious issues are addressed at a superficial level and in unchallenging terms. | Demonstrates weaknesses in knowledge of theory and practice for this level, with poor understanding of key issues. | Limited arguments, which lack clarity in places.  Conclusions are neither clear nor logical. | Poorly structured.  Lack of articulation.  Format deficient. | For the type of assignment the presentational style &/or layout is lacking.  FTP ignored in text or not used where clearly needed. | Deficiencies in spelling and grammar makes reading difficult.  Simplistic or repetitious style impairs clarity.  Style is non-academic. | Limited sources and weak referencing. |
| Fail | <34% | Relevance to the title/brief is intermittent or missing.  The topic is reduced to its vaguest and least challenging terms. | Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding. | Severely limited arguments.  Lacks clarity.  Conclusions are sparse. | Unstructured.  Lack of articulation. Format deficient | For the type of assignment the presentational style &/or layout is lacking.  FTP as above. | Poorly written with numerous deficiencies in grammar, spelling and expression.  Style is non-academic. | An absence of academic sources and poor referencing technique. |