

Module Outline

Part 1- as validated

1.	Title	DU1BAFTF5D / DU1BAFTP5D / DU1BAADF5D / DU1BAADP5D / DU1BAFAF5D / DU1BAFAP5D / DU1BAPHF5D / DU1BAPHP5D / Personal Development Planning
2.	Level *	5
3.	Credits	20
4.	Indicative Student Study Hours	42 hours lectures and Seminars; 158 hours independent study
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

** Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6 PG (Masters) = 7*

5. Brief Description of Module (purpose, principal aims and objectives)

Background

As students progress through their course there is an increasing emphasis on the extent to which they are required to take responsibility for the development of their skills, knowledge and active engagement with the process of assessing and reflecting on their learning. Although much of this is often done as an integral part of overall course delivery, it is also important to place specific emphasis on encouraging students to reflect on how the skills and expertise they are developing equip them for ongoing study and the wider world of professional practice in their discipline.

Purpose

For students to develop their abilities in reflective evaluation of their own progress; to identify potential future goals and determine what steps or changes they need to make to ensure their skills and expertise are equipping them for further study and supporting the achievement of these goals.

Principal aims and objectives

For students to:

- Develop their ability to make independent judgments and analyse their performance and achievement in a more sophisticated and thorough manner.
- Identify developmental needs in relation to potential future goals and aspirations.
- Develop their practice and confidence in talking about themselves through oral and written communication.

6. Learning Outcomes - On successful completion of this module a student will be able to:

(Add more lines if required)

1.	Make reflective judgments on your learning and achievement to identify and assess personal strengths and weaknesses in your subject skills and knowledge.
2.	Research and identify potential future goals and career development options.
3.	Plan and organise developmental needs in relation to goals and aspirations.
4.	Demonstrate effectively planned and delivered written and oral communication skills.

7. Assessment

Pass on aggregate or Pass all components

(modules can only be pass all components if this is a PSRB requirement)

Aggregate

Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	A/V Presentation	30%	No	15 mins	4	
2.	Reflective Report	70%	No	2,000	1 to 4	

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Submissions for assessment will be in the form of a live presentation to a group of peers, and a written essay submission.

Audio-visual Presentation: This is a themed presentation topic, based on:

- what the student thinks might constitute their ideal role/job/profession or opportunity in life
- what the requirements are, or would/might be for that role
- a SWOT-type analysis, determining which of those requirements they already fulfil and which they have yet to meet
- an action plan on how they would prepare for that role, or how they might create that opportunity.

Reflective Report: A written submission, comprised of, an overview of the development of the students learning and skills to date; critical analysis of their learning and achievements; identification of personal goals and ambitions and how those choices were determined and planning for future career or professional practice in relation to personal goals and ambitions.

8. Summary of Pre and / or Co Requisite Requirements

n/a

9. For use on following programmes

All Art and Design Pathways

1.	Module Leader	Pathway specific tutor
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2.	Indicative Content
	<p>This module is delivered through a combination of lectures, seminars, workshops and study visits. Exhibitions, presentations or displays of work may also be a feature of module content. The module serves as a bridge between the more study orientated (Level 4) <i>Study Skills and Contextual Studies</i> and the post-graduation, employment-facing (Level 6) <i>Professional Development Planning</i> module delivered in the final year.</p> <p>The modules purpose is to provide a focus for students to consider how the skills and expertise they are developing are equipping them for their ongoing studies, the wider world and professional practice in their discipline. They will be required to reflect critically on their experience to date, assess their strengths and abilities and determine what that means in terms of managing their ongoing studies and consider how they might impact upon future plans and where improvements or changes are needed in order to achieve those goals.</p> <p>Within that context, they will focus on their abilities as a learner and take responsibility for their own skills development. As art and design students, active engagement with the process of assessing and reflecting on their learning is an integral part of the study of their discipline and by this stage they should be familiar with many of the skills required.</p> <p>Outcomes for this module are evidenced through written submissions, blogs and oral presentation.</p>

3. Delivery Method (please tick appropriate box)					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
Yes					
<i>If the Delivery Method is Classroom Based please complete the following table:</i>					
Activity	(lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes	
1	Lecture / Seminar	3 Hr	<p>Lecture: What is the Work of the Work of Art?</p> <p>Seminar/discussion of topics raised in the lecture. Module content introduction. What have I learnt? – Effective identification of the knowledge, skills and attributes you have developed.</p>	1 and 2	
2	Lecture / Seminar	3 Hr	<p>Lecture: Class and Society</p> <p>Seminar / discussion of topics raised in the lecture. What are my options? Awareness of employment and professional practice opportunities.</p>	1 and 2	

3	Lecture / Seminar	3 Hr	Outreach Week: Meeting with FE Meeting with schools and FE course students to discuss progression. Looking in, or looking out? Specific and transferable skills, for your profession; for employability; for academic progress.	1 and 2
4	Lecture / Seminar	6 Hr	London Field Trip	1 and 2
5	Lecture / Seminar	3 Hr	Lecture: Creating a distinctive CV Seminar / Discussion of topics raised in the lecture.	3 and 4
6	Lecture / Seminar	3 Hr	Lecture: Get yourself known Seminar / Discussion of topics raised in the lecture. Networking, contacts, mentoring, internships and other WRE.	2 and 3
7	Lecture / Seminar	3 Hr	Lecture: Showcasing your skills / branding your offer: Seminar / Discussion of topics raised in the lecture. Creating a Professional Development Portfolio: What should it include?	2,3 and 4
8	Lecture / Seminar	3 Hr	Lecture: Identifying goals and aspirations Seminar / discussion of topics raised in the lecture.	2 and 3
9	Lecture / Seminar	3 Hr	Lecture: Planning your report and preparing for presentation. Seminar / discussion of topics raised in the lecture.	4
10	Tutorials	3 Hr	Group and Individual tutorials Sharing ideas and practice.	1 to 4
11	Tutorials	3 Hr	Individual tutorials	1 to 4
12	Tutorials	3 Hr	Individual tutorials	1 to 4
13	Student Presentations	3 Hr	Student Presentation Assessment	4
	Total Hours	42		
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery				

4. Learning Resources

To include contextualised Reading List.

Physical Resources:

Lecture / Seminar Room with projection facility (L Block) plus additional seminar 'breakout' rooms.

Reading List:

Becker, L. *The Mature Students Handbook* (Basingstoke, Palgrave Macmillan, 2009)

Bhandari, H. and Melber, J. *Art/Work: Everything You Need to Know (and Do) As You Pursue Your Art Career* (New York: Free Press, 2017)

Heller, S. and Vienne, V. *Becoming a Graphic and Digital Designer: A Guide to Careers in Design*, fifth edition (Oxford: Wiley, 2015)

Jenkinson, M. *Photography Careers: Finding Your True Path* (Focal Press: London, 2015)

McNeill, P. and Miller, S. *Fashion writing and criticism* (London: Bloomsbury, 2015)

Moross, K. *Make Your Own Luck: A DIY Attitude to Graphic Design and Illustration* (London: Prestel, 2014)

Paulins, A. and Hillery, J. *Guide to Fashion Career Planning*; second edition (London: Fairchild, 2016)

Troy, N. *Couture Culture: A Study in Modern Art and Fashion* (Cambridge, Mass: MIT Press, 2003)

Websites

I Library resources:

http://portal.colchester.ac.uk/support_departments/ssandsupport/LearningResourcesandStudent/Colchester_Institute_Library/Pages/default.aspx

<http://www.pearsonportfolio.co.uk/progression/category/portfolio-development/>

A collection of over 800 free art history and theory texts published by museums and universities:

<http://www.arthistorylab.com/e-books/>