

MODULE DESCRIPTOR

Module Title

Personal Development and Professional Networks

Reference	AAM202	Version	1
Created	April 2017	SCQF Level	SCQF 11
Approved	August 2017	SCQF Points	30
Amended		ECTS Points	15

Aims of Module

To demonstrate and communicate students' understanding of contemporary historical and emerging practices and professional contexts related to their practice. Develop students' previous work and identified current interests and support them in initiating and developing an ongoing professional project, towards a negotiated and clearly communicated learning plan which will support their Masters major project. To enable students to objectively focus on the key development stages related to contextually locating their Art & Design practice within a professional context including site visits to galleries, arts and cultural organisations, the preparation of a Learning Plan based on feedback from associated modules, demonstrating an established creative practice, and communicating appropriate professional understanding of their specialist subject area.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Critically reflect on and evaluate the relationship of the students' individual practice within appropriate contextual, professional and/or external cultural context(s).
- 2 Develop strategies for implementing project work or negotiated applied practices that support students in better understanding issues pertinent to professional contexts, time-management, and sustained project management.
- 3 Communicate the importance of, and be able to generate, credible materials that develop, critique and/or promote your practice for given audience, participant or client.
- 4 Formulate and present a clear set of aims and objectives, that communicate key findings, professional influences, ideas and outcomes.
- 5 Develop a tangible record of students applied and/or collaborative research as a visual essay/sketchbook/journal/blog, culminating in a formal oral presentation setting out clear plan for Masters Project.

Indicative Module Content

The module expects each student to generate a comprehensive set of aims and objectives in planning, implementing and negotiation their applied practice, and/or external project work, leading to a well resolved and substantive major Masters project proposal and presentation. This will include field trips, invited professional artists and designers, together with regular weekly updated social media or blog postings. The module will help you critically reflect, identify and evaluate the key issues relating to the development of your applied practice within the context of an increasingly professional and contextually located practice. The negotiated Learning Plan is a 'live' document that will enable students to develop and track their critical path towards developing greater awareness of their academic intentions, and professional opportunities and/or context(s). Students are requested to use a blog or online social media platform in support of this Learning Plan towards informing their proposed Masters project. An integral component of this module will be establishing a critical and reflective 'voice' by means of the Learning Plan, social media, blog and formal presentation. Culminating in the development of an online professional presence and formal oral presentation of their Masters Project Proposal, which clearly demonstrates their understanding and application of suitable practice based and research skills appropriate to a Masters level project(s).

Module Delivery

Students' development throughout the module will be reviewed regularly in individual and group tutorials, and at formative review points. For assessment students will present their applied and/or collaborative research as a visual essay/sketchbook/journal/blog along with a clear work plan & Masters Research Project proposal.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	30	30
Non-Contact Hours	270	270
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	300
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Coursework	Weighting:	80%	Outcomes Assessed:	1, 2, 3
Description:	At assessment students will present an annotated and chronological record of their identifying key findings, professional influences, ideas and outcomes that documents their applied practice and/or collaborative research as a visual essay/ sketchbook/ journal/ blog				

Component 2

Type:	Coursework	Weighting:	20%	Outcomes Assessed:	4, 5
Description:	At assessment students will present their final Learning Plan as a formal oral presentation, clearly presented as a project proposal for their Masters Project.				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

A portfolio of project development work including reflection on all key stages of applied practice in the form of a blog or equivalent (component 1), and a formal presentation (component 2).

		Coursework:						
		A	B	C	D	E	F	NS
Coursework:	A	A	A	A	B	E	F	
	B	B	B	B	B	E	F	
	C	B	C	C	C	E	F	
	D	C	C	D	D	E	F	
	E	E	E	E	E	E	F	
	F	E	E	F	F	F	F	
NS		Non-submission of work by published deadline or non-attendance for examination						

Module Requirements

Prerequisites for Module None.

Corequisites for module None.

Precluded Modules None.

ADDITIONAL NOTES

Students are also required to identify (and will be guided towards), a range of texts and contextual materials relevant to their specialist creative practice and area of research. These will typically include textbooks, journals and on-line resources written by critics, curators, academics, historians, philosophers, theorists, artists and designers.

INDICATIVE BIBLIOGRAPHY

- 1 CHAPLIN, S. and WALKER, J., 1997. Visual Culture: An Introduction. Manchester: University Press.
- 2 SIM, S., 2010. The End of Modernity: What the Financial and Environmental Crisis is Really Telling Us. Edinburgh: University Press.
- 3 MITCHELL, C., SMITH, A. and THERON, L., 2011. Picturing Research: Drawing as Visual Methodology. Rotterdam: Sense Publisher.
- 4 TETTEGAH, S., 2016. Emotions, Technology, and Social Media. London: Academic Press.
- 5 COLLINS, H., 2010. Creative Research: The Theory and Practice of Research for the Creative Industries. London: Thames and Hudson.
- 6 VISOCKY O'GRADY, J. and VISOCKY O'GRADY K., 2009. A Designer's Research Manual: Succeed in Design by Knowing Your Clients and What They Really Need. Massachusetts: Rockport.
- 7 SIM, S., 2005. The Routledge Companion to Postmodernism. London: Routledge.
- 8 HARTLEY, J., 2005. Creative Industries. Oxford: Blackwell.