

**MODULE CODE:** DH3BAGA03i

**MODULE TITLE:** Professional Practice 2

**Level:** 5

**Credit Value:** 15

**Pre-Requisites:** NONE

### Module Description

This module is designed to give students first-hand experience of a chosen career path in the games industry by work-shadowing an employer (or self-employed person) for 20 hours. The student will be able to choose the area of work depending upon their interests. This module enables the student to network with possible employers and to develop business and practical skills in the media industry.

Should the student be unable to source their own placement, then they will receive support from the course team who are compiling a database of industry links and employers who wish to support the course by offering work experience placements. This module will implement and uphold the University Centre Colchester Placement Policy.

### Learning Outcomes

On completion of this module, students will be able to:

1. Demonstrate knowledge and critical understanding of the role of someone employed within the games industry.
2. Plan, negotiate and undertake a 20 hour work shadow placement within the media industry.
3. Reflect upon the relationship between theory and practice.
4. Critically evaluate own learning and experience.

### Assessment

Hand-in	Aggregate (Yes/No)	Semester Due
Profile of Employer and Action Plan, 1200 words (30%) LO1, LO2	Yes	Sem 1 Mid
Critical Evaluation, 2000 words (70%) based upon 20 hours' work shadowing (Online blog or written journal) LO3, LO4	Yes	Sem 1 End

Notes:

To produce a profile of the employer (history, background) in context of industry, with introduction/explanation of the sector in which the work experience is to take place.

A concise Action Plan to be completed following discussion with your module tutor regarding an appropriate work experience programme. The Action Plan must contain clear aims and objectives and learning goals. It will form the basis of your work experience against which you should evaluate your own success and learning in the final report.

### Indicative Content:

- Colchester Institute Placement Policy
- Placement preparation and organisation
- Negotiation with employer/self-employed person
- Placement activity (20 hours)
- Work-shadowing process observation and assistance
- Research of theory and methodology
- Application of theory to practice

- Critical self-evaluation
- Creating online blogs and written journals.

### **Learning and Teaching Strategies**

The development of key and transferable skills commences with personal development planning techniques. The relevant skills are embedded in modules throughout the course.

Communication skills will be developed during workshops sessions, presentations and seminars as well as through creative writing and research. Negotiation skills are developed alongside the students' growing sense of autonomy.

Self-assessment and personal development planning are integral to the course and student autonomy in both practical and academic studies becomes increasingly important as the course develops.

The ability to solve problems has increasing importance as the course progresses and is an integral part of most practical modules and digital media industry modules. Team work and leadership skills will be developed through gameplay research, collaborative projects and on work placement(s).

### **Specific Learning Resources**

- Colchester Institute Policy Forms
- Internet resources via Moodle
- Work Placement activity

### **Reading Lists**

#### **Highly Recommended**

Cohen, D.S. (2009) *Producing Games: From Business and Budgets to Creativity and Design*. Oxford: Focal Press.

Fanthorne, C. (2004) *Work Placements: A Survival Guide for Students*. Basingstoke: Palgrave MacMillan

Hill-Whittall, R. (Mar 2015) *The Indie Game Developer Handbook* Paperback. Oxon: Focus Press.

#### **Recommended**

Carnegie, D. (2009) *The 5 Essential People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. London: Simon and Schuster Ltd.

Laramee, F. (ed) (2005) *Secrets of the Game Business* 2nd edition. Boston: Charles River Media.

#### **Online Resources:**

Equality Challenge Unit (n.d.) *Work Placements in the Creative Industries: Good Placements for All students*. Online (Available from [www.ecu.ac.uk/publications/diversity-equality-and-access-toolkits](http://www.ecu.ac.uk/publications/diversity-equality-and-access-toolkits))  
Professional Practice 2

**Assessment Grading Criteria:**

	<b>The Action Plan and Profile will</b>
<b>FIRST CLASS</b> <b>70%+</b>	<ul style="list-style-type: none"> <li>• Be realistic, literate and professional in presentation</li> <li>• Clearly outline and analyse the work sector in which the work experience is to be undertaken</li> <li>• Clearly set-out realistic personal Aims and Objectives for the work experience or placement</li> <li>• Clearly identify agreed learning goals both specific and generic</li> <li>• Describe in detail how these learning goals are to be fulfilled</li> <li>• Have a complete and accurate academic apparatus inc. references</li> </ul>
<b>UPPER SECOND CLASS</b> <b>60%-69%</b>	<ul style="list-style-type: none"> <li>• Be realistic, clear, logical and professionally set out</li> <li>• Outline and describe the appropriate work sector</li> <li>• Describe Aims and Objectives for the work experience or placement</li> <li>• Outline agreed learning goals and areas of transferable learning</li> <li>• Describe how these learning goals are to be met</li> <li>• Have a thorough and largely accurate academic apparatus</li> </ul>
<b>LOWER SECOND CLASS</b> <b>50%-59%</b>	<ul style="list-style-type: none"> <li>• Clear, logical and reasonably professional in presentation but will probably require more thinking through</li> <li>• Describe the appropriate work sector</li> <li>• Outline Aims and Objectives for the work experience or placement</li> <li>• Outline agreed learning goals</li> <li>• Describe how these learning goals are to be met and assessed</li> <li>• Have some gaps and inaccuracies in the academic apparatus</li> </ul>
<b>THIRD CLASS</b> <b>40%-49%</b>	<ul style="list-style-type: none"> <li>• Be clear and logical in content but may be unprofessional in presentation</li> <li>• Briefly outline the appropriate work sector with no analytical content</li> <li>• Outline Aims and Objectives for the work experience or placement</li> <li>• List learning goals</li> <li>• Describe how these learning goals are to be met</li> <li>• Have a sketchy and/or inaccurate academic apparatus</li> </ul>
<b>FAIL</b> <b>0%-39%</b>	<ul style="list-style-type: none"> <li>• Show a fundamental misunderstanding of the subject</li> <li>• Have inadequate evidence which bears little relevance to a garbled narrative</li> <li>• Show a lack of academic apparatus and incoherent prose which significantly obscures intended meaning</li> <li>• Have an inadequate Action Plan covering some aspects of the work placement</li> </ul>

	<b>The Critical Evaluation will</b>
<b>FIRST CLASS</b> 70%+	<ul style="list-style-type: none"> <li>• Be realistic, literate and professional in presentation</li> <li>• Offer substantial supporting evidence which is relevant and focussed (including assessment from placement co-ordinator or video of show/gig)</li> <li>• Show analytical reflective skills</li> <li>• Clearly evaluate the work experience against the Action Plan identifying personal learning including skills, knowledge and understanding</li> <li>• Clearly articulate an understanding of the work place as a learning environment</li> <li>• Evaluate personal preparedness for earning a living within the creative industries, identifying further learning and skills requirements</li> <li>• Have a complete and accurate academic apparatus</li> </ul>
<b>UPPER SECOND CLASS</b> 60%-69%	<ul style="list-style-type: none"> <li>• Be realistic, clear, logical and professionally set out</li> <li>• Offer full supporting evidence (including assessment from placement co-ordinator or video of show/gig)</li> <li>• Show reflective skills that highlight relevant issues</li> <li>• Evaluate the work experience against the Action Plan and draw specific conclusions on the learner's own performance</li> <li>• Make links between the work place and a learning environment</li> <li>• Evaluate personal preparedness for earning a living within the creative industries</li> <li>• Have a thorough and largely accurate academic apparatus.</li> </ul>
<b>LOWER SECOND CLASS</b> 50%-59%	<ul style="list-style-type: none"> <li>• Clear, logical and reasonably professional in presentation but will probably require more thinking through</li> <li>• Offer some supporting evidence (should include assessment from placement co-ordinator or video of show/gig)</li> <li>• Evaluate personal performance against the Action Plan</li> <li>• Demonstrate a degree of self-management and personal application</li> <li>• Demonstrate reflective skills but be more descriptive in approach than analytical</li> <li>• Show an understanding of some of the links between learning and the work place</li> <li>• Outline personal preparedness for earning a living within the creative industries</li> <li>• Have some gaps and inaccuracies in the academic apparatus</li> </ul>
<b>THIRD CLASS</b> 40%-49%	<ul style="list-style-type: none"> <li>• Be clear and logical in content but may be unprofessional in presentation</li> <li>• Contain limited evidence and back-up material</li> <li>• Evaluate personal performance with reference to the Action Plan</li> <li>• Content is likely to be largely descriptive with little reflection or focus in making links between the work experience and the learning environment</li> <li>• Self-evaluation against the Action Plan is likely to be limited</li> <li>• The evaluation of personal preparedness for earning a living within the creative industries is likely to be naïve in approach</li> <li>• Have a sketchy and/or inaccurate academic apparatus</li> </ul>
<b>FAIL</b> 0%-39%	<ul style="list-style-type: none"> <li>• Show a fundamental misunderstanding of the subject</li> <li>• Have inadequate evidence which bears little relevance to a garbled narrative</li> <li>• Show a lack of academic apparatus and incoherent prose which significantly obscures intended meaning.</li> <li>• Have an inadequate Report covering some aspects of the work placement.</li> </ul>