1. **Title of the module**

ARTS5010 (ART501) Arts Internship

1. **Division or partner institution which will be responsible for management of the module**

Arts and Humanities (School of Arts)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

BA Drama and Theatre and associated programmes

BA Film and associated programmes

BA Art History and associated programmes

BA Media Studies

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Apply high level research and analytical skills to utilising their experience in a professional workplace environment;

8.2 Demonstrate systematic understanding of a range of key theoretical and practical issues currently faced by the arts industry in the UK and internationally;

8.3 Demonstrate insight into the functioning of the arts industry, including an understanding of the professional opportunities and opportunities for self-employment available to them within the industry, and the challenges working in this industry poses;

8.4 Demonstrate practical knowledge, skills and experiences needed to be employable in the arts industry;

8.5 Contextualise, record, and critically evaluate arts practices and processes.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate the ability of initiative, planning, autonomy and time-management in identifying opportunities for personal and professional development;

9.2 Present themselves and their ideas effectively in applications for employment, funding, etc.;

9.3. Work effectively in the workplace which may include working both as part of a team or under their own initiative and understand group dynamics and handling of interpersonal issues;

9.4. Demonstrate high levels of competence in data collection, research, communication, compiling of reports, information management, promotion and design;

9.5 Communicate effectively, to a professional standard, using coherent arguments and propositions in a variety of media, verbally and in writing;

9.6. Develop a substantial degree of critical and self-reflexive awareness by reflecting on their own learning and personal development in a strategic, analytical and autonomous way.

1. **A synopsis of the curriculum**

Students will engage in a work-based situation of their choice. The student will be responsible for finding the work-based situation, though support from the School and CES will be available. The internship should bear relevance to their subject of study or a career they expect to pursue upon graduation. The total of 300 hours will be divided as required for purposes of preparation, attendance of work placement and reflection/completion of required assessment.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

DeBono, E (1993) Parallel Thinking Viking/Penguin Group

Helyer, R (2015) The Work-Based Learning Student Handbook, Palgrave

Hope, Sophie; Figiel, Joanna (2012) Intern Culture: A Literature Review of Internship Report, Guidelines and Toolkits from 2009-2011, Artquest

Howard, K and Sharp, J et al (2002) The Management of a Learner Gower Aldershot

Lock, D (2003) Project Management Gower

Peel, M (1995) Improving your Communication Skills Kogan Page

Schön, D (1991) The Reflective Practitioner: How Professionals Think in Action Aldershot

1. **Learning and teaching methods**

Total contact hours: 120 (study within a professional environment)

Private study hours: 180

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Presentation (20 mins) (40%)

Internship Journal (3000 words) (60%)

13.2 Reassessment methods

Like for Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Preparation** | **x** |  | **x** |  |  | **x** | **x** |  |  | **x** |  |
| Independent study within a professional environment | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Consolidation |  | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Internship Journal | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

While most internships will be UK-based, some may place elsewhere in Europe and further afield. Students will develop their understanding of the national and, where appropriate, international context of their chosen work setting.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 18/02/16 | Major | September 2016 | 5, 8-14 | No |
| 26/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

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