

# Rose Bruford College

## Module Specification

### 1. GENERAL INFORMATION

Title	Professional Preparation and Practice
Module code	AP601
Credit rating	40
Level	6
Indicative scheduled learning and teaching activities	20 hours plus time at placement providers
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	DMTA
Member of staff responsible	Christine Kretschmer
ECT*	20
Notional hours of Learning**	400

\* ECT (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore, if a module is worth 20 UK credits, this will equate to 10 ECT.

\*\* Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore, if a module is worth 20 credits, this will equate to 200 notional study hours, in accordance with the Credit Framework (QAA).

### 2. AIMS

This module aims to:

- Enable you to gain experience of the professional workplace and to help you develop a career plan
- Extend your knowledge of the organizational and business models operating in your chosen sector of the industry
- Prepare you to transition from study to professional practice, whether as an employee or self-employed, providing practical business skills such as company management, business cases, pitching, managing finances and taxes
- Continue to develop your research and analytical skills

### 3. BRIEF DESCRIPTION OF THE MODULE

This module focuses on the professional environments you are likely to encounter as a practitioner, and on your professional development. You will select a specific sector of the industry to examine in more detail, interrogating the work methods, processes and employment ecology of the sector. Depending on your own chosen career path, you may look at businesses, institutions or individuals (generally self-employed professionals), or a mixture of both as a comparative analysis. You will then choose to focus your research on either an employment or self-employment pathway.

You will undertake a series of workplace investigations, to enable you to contrast your own experiences with a range of professional environments and practices. You will reflect on the working environment, and critically examine and advance your own professional

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development.

You will investigate the business model that operates in your selected industry sector, and research how companies and professionals work with the clients/customers, their financial model, and their organizational structures.

The module will also prepare you to transition from study to professional practice, whether you are an employee or self-employed. You will develop the necessary knowledge and materials to market yourself effectively to potential employers/clients in a way that is appropriate to the role and industry sector.

You will discuss placement options with your programme tutors. You will be expected to take the lead in determining what role will be the most appropriate for your learning and career objectives, but the final decision rests with the College.

### 4. LEARNING THEMES

Your success in this module will depend on you developing your ability to...	Weighting
<b>1. Creativity</b> ...make, create, invent, innovate, develop, improvise, be resourceful, problem-solve	0%
<b>2. Organisation &amp; collaboration</b> ...organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others	0%
<b>3. Communication</b> ...articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.	30%
<b>4. Professional practice &amp; competences</b> ...show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols	0%
<b>5. Research &amp; knowledge skills</b> ...investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives	20%
<b>6. Understanding Context</b> ...recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains	30%
<b>7. Reflection &amp; learning</b> ...show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning	20%

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## 5. LEARNING AND TEACHING PROCESSES

- A series of lectures and workshops exploring the business and economic models of a range of businesses and organisations within the creative media sector.
- Work placements and other contact with industry – organized by you with staff support.
- Self-directed research, study and projects.

## 6. ASSESSMENT

Assessment task	Length	Learning themes assessed
<b>Formative Assessment</b>  Assessed tutorial, examining your plan for the module		<b>N/A</b>
<b>Summative assessment</b>  <b>1. Industry Analysis, including:</b> <ul style="list-style-type: none"> <li>• A detailed macro analysis – of your chosen sector</li> <li>• A detailed micro analysis – a comparison of two or more specific employers/clients</li> <li>• A business plan or career plan for yourself or your company, including marketing materials</li> </ul>	<b>Illustrated document: 4000-4500 words</b>	<b>3, 5, 6, 7 70%</b>
<b>2. An assessed mock interview or pitch for a job or professional contract</b>	<b>20 minute interview or pitch</b>	<b>3, 6 30%</b>
<b>Date of current version</b>	October 2019	

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## Module Specification

### 1. GENERAL INFORMATION

Title	Specialist Practice (BA Pathway)
Module code	AP602
Credit rating	40
Level	6
Indicative scheduled learning and teaching activities	20 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	DMTA
Member of staff responsible	Christine Kretschmer
ECT*	20
Notional hours of Learning**	400

\* ECT (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore, if a module is worth 20 UK credits, this will equate to 10 ECT.

\*\* Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore, if a module is worth 20 credits, this will equate to 200 notional study hours, in accordance with the Credit Framework (QAA).

### 2. AIMS

This module aims to:

- Give you the opportunity to work on one or more projects, either individually or as part of a group or production, within the college or in collaboration with an external organisation
- Extend your creative practice through practical work, critical analysis and reflection
- Provide you with a platform to investigate current professional practices, or more experimental creative ideas, to support your career ambitions

### 3. BRIEF DESCRIPTION OF THE MODULE

*Students taking this module will graduate with a Bachelor of Arts (BA) award.*

As a student following the BA pathway, in this module you will develop and demonstrate your specialist practice as a creative audio specialist. You will apply your creative skills and understanding to collaborate with producers, designers, directors, clients and others. You will do this within the practical constraints of time, resources, budget, personnel, and so on, to achieve the best possible outcome for the audience. In this context, you may show your creativity through your contribution to the making of a creative work, as an audio specialist.

With the guidance and agreement of the module leader, you will select an area of creative practice that you want to develop in greater depth. You will then identify and undertake one or more projects that will give you the opportunity to extend your practice and support your career goals.

This could be an independent project, a professional work placement (provided you

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demonstrate that you are developing a specialism) or a student or professional production.

Examples of projects may include the following:

- An individual creative project
- A practical creative role within a production or larger project
- The creation of a portfolio of creative work through several smaller projects
- Creative work carried out as part of a placement within the industry, such as sound design for a short film or theatrical production, or audio mixing for a studio production or live event

You will discuss project options with the module leader. You will be expected to take the lead in determining which will be the most appropriate for your learning and career aims, but the final decision rests with the College.

#### 4. LEARNING THEMES

Your success in this module will depend on you developing your ability to...	Weighting
<b>1. Creativity</b> ...make, create, invent, innovate, develop, improvise, be resourceful, problem-solve	<b>30%</b>
<b>2. Organisation &amp; collaboration</b> ...organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others	<b>20%</b>
<b>3. Communication</b> ...articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.	<b>0%</b>
<b>4. Professional practice &amp; competences</b> ...show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols	<b>20%</b>
<b>5. Research &amp; knowledge skills</b> ...investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives	<b>0%</b>
<b>6. Understanding Context</b> ...recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains	<b>10%</b>
<b>7. Reflection &amp; learning</b> ...show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning	<b>20%</b>

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## 5. LEARNING AND TEACHING PROCESSES

The majority of learning from this module is self-directed, being acquired through your creative work, and the associated research and critical reflection.

This module will make use of simulated and/or professional environments, in which you typically work with students from other disciplines alongside professional practitioners.

You will be supported by briefings and regular tutorials to monitor and guide your learning.

## 6. ASSESSMENT

Assessment task	Length	Learning themes assessed
<p><b>Summative assessment</b></p> <p>Your learning on this module will be assessed through:</p> <p><b>1. Assessed tutorial and documentation file</b></p> <p>A summative tutorial, during which you will present project documentation and research materials to explain the choices you made and the outcomes achieved. You will also reflect upon and evaluate the project(s) you have undertaken.</p> <p>Feedback from supervisors, tutors and professional practitioners involved in your project(s) may also be taken into account in the assessment of your learning.</p>	<p><b>20 minutes</b></p>	<p><b>1, 2, 4 (70%)</b></p>
<p><b>2. Self Evaluation</b></p> <p>An essay or seminar presentation reflecting upon and analyzing your own developing practice, set against your understanding of professional practice.</p>	<p><b>2500-3000 words</b> or <b>20 minute seminar presentation</b></p>	<p><b>6, 7 (30%)</b></p>

<b>Date of current version</b>	October 2019
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### 1. GENERAL INFORMATION

Title	Specialist Practice (BSc Pathway)
Module code	AP603
Credit rating	40
Level	6
Indicative scheduled learning and teaching activities	20 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	DMTA
Member of staff responsible	Christine Kretschmer
ECT*	20
Notional hours of Learning**	400

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\*\* Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore, if a module is worth 20 credits, this will equate to 200 notional study hours, in accordance with the Credit Framework (QAA).

### 2. AIMS

This module aims to:

- Give you the opportunity to work on one or more projects, either individually or as part of a group or production, within the college or in collaboration with an external organisation
- Extend your practice as a creative technologist through practical work, critical analysis and reflection
- Provide a platform for exploration of current professional practices, or more experimental technological ideas, to support your career ambitions

### 3. BRIEF DESCRIPTION OF THE MODULE

*Students taking this module will graduate with a Bachelor of Science (BSc) award.*

As a student following the BSc pathway, in this module you will develop and demonstrate your specialist practice as a creative technologist. You will apply your technical skills and understanding to solve the creative challenges set by producers, designers, directors, clients and others. You will do this within the practical constraints of time, resources, budget, personnel, and so on, to achieve the best possible outcome for the audience. In this context, you may show your creativity through inventive and resourceful problem-solving, in addition to your technical skills and knowledge of audio technologies.

With the guidance and agreement of the module leader, you will select an area of technical practice that you want to develop in greater depth. You will then identify and undertake one or more projects that will give you the opportunity to extend your practice and support your career goals.

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This could be an independent project, a professional work placement (provided you demonstrate that you are developing a specialism) or a student or professional production.

Examples of projects may include the following:

- An individual technical non-realised project, such as a system design for a large scale event
- A practical technical role within a production or larger project
- The creation of a portfolio of technical work through several smaller projects
- Technical work carried out as part of a placement within the industry

You will discuss project options with the module leader. You will be expected to take the lead in determining which will be the most appropriate for your learning and career aims, but the final decision rests with the College.

### 4. LEARNING THEMES

Your success in this module will depend on you developing your ability to...	Weighting
<b>1. Creativity</b> ...make, create, invent, innovate, develop, improvise, be resourceful, problem-solve	<b>20%</b>
<b>2. Organisation &amp; collaboration</b> ...organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others	<b>20%</b>
<b>3. Communication</b> ...articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.	<b>0%</b>
<b>4. Professional practice &amp; competences</b> ...show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols	<b>30%</b>
<b>5. Research &amp; knowledge skills</b> ...investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives	<b>0%</b>
<b>6. Understanding Context</b> ...recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains	<b>10%</b>
<b>7. Reflection &amp; learning</b> ...show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning	<b>20%</b>



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## 5. LEARNING AND TEACHING PROCESSES

The majority of learning from this module is self-directed, being acquired through your technical work, and the associated research and critical reflection.

This module will make use of simulated and/or professional environments, in which you typically work with students from other disciplines alongside professional practitioners.

You will be supported by briefings and regular tutorials to monitor and guide your learning.

## 6. ASSESSMENT

Assessment task	Length	Learning themes assessed
<p><b>Summative assessment</b></p> <p>Your learning on this module will be assessed through:</p> <p><b>1. Assessed tutorial and documentation file</b></p> <p>A summative tutorial, during which you will present project documentation and research materials to explain the choices you made and the outcomes achieved. You will also reflect upon and evaluate the project(s) you have undertaken.</p> <p>Feedback from supervisors, tutors and professional practitioners involved in your project(s) may also be taken into account in the assessment of your learning.</p>	<b>20 minutes</b>	<b>1, 2, 4 (70%)</b>
<p><b>2. Self Evaluation</b></p> <p>An essay or seminar presentation reflecting upon and analyzing your own developing practice, set against your understanding of professional practice.</p>	<b>2500-3000 words or 20 minute seminar presentation</b>	<b>6, 7 (30%)</b>

<b>Date of current version</b>	October 2019
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## Module Specification

### 1. GENERAL INFORMATION

Title	Independent Research Project (Practice Research)
Module code	DMT621LT
Credit rating	40
Level	6
Indicative scheduled learning and teaching activities	20 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Hansjorg Schmidt
ECT*	20
Notional hours of Learning**	400

### 2. AIMS

*The module aims to:*

- Enable you to carry out an extended independent enquiry into a chosen aspect of your discipline
- Enable you to utilise a variety of practice research methods, including – where appropriate – technical, craft and field-research techniques
- Enable you to present your research and ideas as a documented practice research process, with accompanying critical commentary

### 3. BRIEF DESCRIPTION OF THE MODULE

*You will undertake either module DMT621LT (practice research) or module DMT622LT (dissertation). The nature of your research topic will determine which type of Independent Research Project you undertake, according to your interest in self-inquiry (practice research) or external inquiry (dissertation). DMT62LT enables you to interrogate and contextualise your own practice, DMT622LT enables you to interrogate the practice of others against an appropriate contextual framing.*

*You will discuss with the module leader and your programme tutors which module would be best for your proposed research topic. You will be expected to take the lead in determining which would be the most appropriate mode of research, but the final decision rests with the College.*

Tutor-led seminars in both Levels 4 and 5 will have introduced different fields of enquiry and developed your critical, evaluative and research skills. This module represents the

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consolidation of those skills but now places the responsibility for setting research questions, sources and strategies with you as the learner.

In DMT511 *The Sustainable Practitioner* you will have selected a topic and developed a research methodology and timeline for your independent research project. Module DMT621 allows you a sustained period of time to research and disseminate this critical practice research project with associated written critical commentary.

Research in this module should include academic research using both primary and secondary attributed sources. You should make use of practice based activities (such as observing professional practitioners and workplaces, practical investigations, or creating your own artefacts, installations or performances) which may be more appropriate to the investigation of questions related to performance and craft.

Your submission for assessment will be the practice, a 4000 - 5000 word (or equivalent) critical commentary and a 20-minute viva-voce (oral exam) as a conclusion to the entire project.

### PRACTICE RESEARCH

Practice research may be undertaken in one of three ways:

1. As a carefully documented experiment/presentation or series of experiments/presentations during the process of research, with findings and documentation included in the critical commentary,

OR

2. As documented Field Research, undertaken in a professional or educational environment where you can investigate the work of others or undertake your own research-led practice, with findings and documentation included in the critical commentary,

OR

3. As a Presentation/Performance/Artefact/Installation following the submission of the critical commentary, as an illustration and embodiment of the findings from the research.

In all three instances, documentation of the practice process must be submitted alongside the practice. This documentation can be any appropriate media e.g. sketches, notes, audio/video files, photographs, samples, surveys, journals, e-journals etc.

In all instances your examiners must be able to examine the practice. You will enable this through either an invitation to view the practice at a negotiated stage in the research process (mid-way or end) and/or a presentation display of the documentation, at the point of the viva-voce.

Alongside the practice, a critical commentary contextualises your research, summarises your research findings and follows academic conventions in terms of bibliography, referencing and language.

When presenting your practice or documentation display at the end of the process, you must submit your critical commentary one week before the date when examiners attend the event

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or presentation, allowing them to familiarise themselves with your research questions and argument, viewing the work in its true research context.

Directly following your presentation, you will be assessed through a 20-minute viva-voce (oral exam) demonstrating your understanding of your chosen topic of enquiry and analysis. You will be expected to be confidently familiar with your arguments and research material. You will have had at least one week after you submit the critical commentary and any other elements (presentation, artefact, or event) for time to reflect and form any final conclusions in your findings.

**4. INTENDED LEARNING OUTCOMES**

<b>Your success in this module will depend on you developing your ability to...</b>	<b>Weighting</b>
<p><b>1. Creativity</b> ...make, create, invent, innovate, develop, improvise, be resourceful, problem-solve</p>	<b>10%</b>
<p><b>2. Organisation &amp; collaboration</b> ...organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others</p>	<b>10%</b>
<p><b>3. Communication</b> ...articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.</p>	<b>20%</b>
<p><b>4. Professional practice &amp; competences</b> ...show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols</p>	<b>10%</b>
<p><b>5. Research &amp; knowledge skills</b> ...investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives</p>	<b>20%</b>
<p><b>6. Understanding Context</b> ...recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains</p>	<b>20%</b>
<p><b>7. Reflection &amp; learning</b> ...show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning</p>	<b>10%</b>

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**5. LEARNING AND TEACHING PROCESSES**

The proposal for the project is developed and agreed as part of module DMT511 *The Sustainable Practitioner*. The module is student-centred and largely self-directed, supported by individual tutorials, briefings and open-access support sessions. Seminars offer guidance on methods of research, presentation, writing structure and referencing. These are supported by regular tutorials with an assigned supervising tutor.

**6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)**

Assessment task	Length	Learning themes assessed
<b>Final Submission – Critical Commentary</b>	<b>4,000 – 5,000 words or equivalent</b>	<b>1,2,3,4,5,6 (50%)</b>
<b>Final Submission – Practice and Viva-Voce</b>	<b>Presentation by negotiation and 20-minute viva-voce</b>	<b>1,2,3,4,5,6,7 (50%)</b>

<b>Date of current version</b>	July 2020
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## Module Specification

### 1. GENERAL INFORMATION

Title	Independent Research Project (dissertation)
Module code	DMT622LT
Credit rating	40
Level	6
Indicative scheduled learning and teaching activities	20 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Hansjorg Schmidt
ECT*	20
Notional hours of Learning**	400

### 2. AIMS

*The module aims to:*

- Enable you to carry out an extended independent enquiry into a chosen aspect of your discipline
- Enable you to utilise a variety of research methods relevant to your topic
- Enable you to present your research and ideas as written dissertation or alternative, negotiated presentation

### 3. BRIEF DESCRIPTION OF THE MODULE

*You will undertake either module DMT621LT (practice research) or module DMT622LT (dissertation). The nature of your research topic will determine which type of Independent Research Project you undertake, according to your interest in self-inquiry (practice research) or external inquiry (dissertation). DMT621LT enables you to interrogate and contextualise your own practice, DMT622LT enables you to interrogate the practice of others against an appropriate contextual framing.*

*You will discuss with the module leader and your programme tutors which module would be best for your proposed research topic. You will be expected to take the lead in determining which would be the most appropriate mode of research, but the final decision rests with the College.*

Tutor-led seminars in both Levels 4 and 5 will have introduced different fields of enquiry and developed your critical, evaluative and research skills. This module represents the consolidation of those skills but now places the responsibility for setting research questions, sources and strategies with you as the learner.

\* ECT (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a module is worth 20 UK credits, this will equate to 10 ECT.

\*\* Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a module is worth 20 credits, this will equate to 200 notional study hours, in accordance with the Credit Framework (QAA).

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In DMT511LT *The Sustainable Practitioner* you will have selected a topic and developed a research methodology and timeline for your independent research project. Module DMT622LT allows you a sustained period of time to research and disseminate this critical research project as a written dissertation.

Research in this module should include academic research using both primary and secondary attributed sources. You can consider the use of other primary research (such as first hand observational case studies, interviews, surveys and experiencing other practice) which may be more appropriate to the investigation of questions related to your topic.

Your submission for assessment will be an 8,000 - 10,000 word dissertation (or negotiated equivalent) and a 20-minute seminar presentation to your examiners, mid-way through your project.

#### 4. INTENDED LEARNING OUTCOMES

Your success in this module will depend on you developing your ability to...	Weighting
<b>1. Creativity</b> ...make, create, invent, innovate, develop, improvise, be resourceful, problem-solve	<b>0%</b>
<b>2. Organisation &amp; collaboration</b> ...organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others	<b>0%</b>
<b>3. Communication</b> ...articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.	<b>25%</b>
<b>4. Professional practice &amp; competences</b> ...show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols	<b>15%</b>
<b>5. Research &amp; knowledge skills</b> ...investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives	<b>35%</b>
<b>6. Understanding Context</b> ...recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains	<b>20%</b>
<b>7. Reflection &amp; learning</b> ...show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning	<b>5%</b>

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

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The proposal for the project is developed and agreed as part of module DMT511 *The Sustainable Practitioner*. The module is student-centred and largely self-directed, supported by individual tutorials, briefings and open-access support sessions. Seminars offer guidance on methods of research, presentation, writing structure and referencing. These are supported by regular tutorials with an assigned supervising tutor.

**6. ASSESSMENT**

Assessment task	Length	Learning themes assessed
<b>Seminar presentation</b>	<b>20 minutes (not including Q&amp;A)</b>	<b>3,5,6,7 (20%)</b>
<b>Final Submission - Dissertation</b>	<b>8,000 - 10,000 words or equivalent</b>	<b>3,4,5,6 (80%)</b>

<b>Date of current version</b>	July 2020
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