

PRTC H2705: Professional Practices

IFG Lavel: 6 Module Delivered In No Programmes Teaching & Learning Strategies: The project briefs recommend a combination of teaching methods including practical instruction, case demonst. A visit by a professional at administrator, curator or related practitioner would be also be encoded by this subject paramet. The well also be an opportunity for the visiting lecture programme to participate in the delivery of the subject. Module Alm: Subdents are introduced to subject elements that will equip the student with a variety of core skills for unit and investigate professional programme. The subject subject intervention productives specific to visual at 1.1 is not expected that students will already have basic correspondence, CV writing skills so practical skills in the subject flucture in all the format intractional designs for the subject of digital maging the directed student with practical skills for working in a variety of digital maging the produced to a subject elevation of digital and sild images and computer skills relevant to subject subjec								
Image:	Module Title):	Professional Practices					
Image:	Language o	f Instruction:	English					
Include Delivered In No Programmes Electing & Learning Integers: The project briefs recommend a combination of teaching methods including practical instruction, case endorsed by this subject programme. There will also be an opportunity for the visiting lecture programme to participate in the delivery of this subject. Module Aim: Students are introduced to subject elements that will equip the student with a variety of core skills for effective self-presentation. In addition procedure specific to visual erit is not expected that funding and invessingle projection procedure specific to visual erit. In our expected that funding and invessingle propriame. There will also be an opportunities for under graphical funding and invessingle programme. Students are expected to stated and participate images and computer skills for working an average of degraphical procedure specific to visual arits of the student to protessional standards of presentation with apeofic reference to visual arits opportunities. To provide the student to initiate her own research solutions in selecting funding and exhibition opportunities. • To encourage the student to initiate her own research solutions in all the formal timetable student to protessional standards of presentation with apeofic reference to visual arit opportunities. • To encourage the student to initiate her own research solutions in apeoing which and a solution in all the formal timetable descriptions of the working an average of the work in provide the within a solution for an opportunities. • To encourage the student to initiate her own research solutions in administration and unitic protein-solve in graps. • and the initiate here are solutions and inclusion and their proteiner solve in graps. • and the formal time associates of the own research and making protections of the owork • provide the student to initiate here own research a	Credits:	Credits: 5						
Tracking & Learning Tracking Trackin	NFQ Level:	NFQ Level: 6						
Strategies: studies and rele-playing as appropriate methods for students to demonstrate competence in the subject enclosed by the subject presenting and ministrator, curated or methods for the student or would be also be an opportunity for the visiting lecture programme to particular data and the subject elements that will equip the student with a variety of core skills for functional in the database of the subject elements that will equip the student with a variety of core skills for functional in the subject elements that will equip the student with a variety of core skills for functional and the subject elements that will equip the student with a variety of core skills for functional and the student of the student state increases correspondence. CV writing skills so practical skills in this subject include letter writing and truestigate professional presentation procedures specific to visual ant. It is not expected that students will areacy have basic correspondence. CV writing many functional science in advance of the student to induce the student to protein any basic and and participate induces. To introduce the student with practical science in noclumicity pred correspondence and verbal presentations of protein student in appropriate and exhibition opportunities. To encourage the student to be able to: 0.1 Be able to demonstrate knowledge of the digital imaging formats suitable for making professional presentations with recent as the propriot and many propriate and variations of their work for applications catalities of their work for applications catalities of their work in applications. The student is advanced by their own choosing and making applications within the student or work and a propriate and variations of their work in applications. The student is advanced and and propriate and variations of their work in proportiant the student is advanced and varia presentations of a proporal thunde adverse of their	Module Delivered In		No Programmes					
effective self presentation. In addition they will earn how to investigate opportunities for under-graduate fundaming and investigate professional presentation proceedines specific to visual art. It is not expected that students will aready have basic correspondence, CV writing skills so practical skills in this subject include letter writing and business correspondence, applications of pholographic documentation for digital and side test writing and independent study in support of the subject. Students are also expected to maximg beir directed learning and independent study in support of the subject in cludes on a national scale and to portable the test writing and business. To inform students of professional visual art proposation. To introduce the student two practical scales in router ingraphical scales and to portable. To introduce the student to professional standards of presentation with specific reference to visual art poposation. To evolve the student with practical experience in producing typed correspondence and visual art poposation. To introduce the student with practical experience in producing typed correspondence and visual art poposation. To encourage the student with a student with student with a student with a student with a student	Teaching & Learning Strategies:		studies and role-playing as appropriate methods for students to demonstrate competence in the subject elements. A visit by a professional art administrator, curator or related practitioner would be also be endorsed by this subject programme. There will also be an opportunity for the visiting lecture programme to					
On successful completion of this module the learner should be able to: 0.01 Be able to demonstrate knowledge of the digital imaging formats suitable for making professional presentations of their work for applications catalogues etc. 0.02 Be able to demonstrate knowledge of appropriate correspondence formats and making applications for art opportunities trivoigh identifying an ant opportunity of their own choosing and making an appropriate and valid proposal. 0.03 Be able to demonstrate an awareness of key Irish arts organizations and their potential applications within the student's own art practice through (a) Cultining and comparing information through discussion in a group 0.04 Be able to make digital image files and presentations of their work in PowerPoint Through (a) Making digital still images of arworks (b) Making PDF copy of a PowerPoint presentation containing six of the student's own artworks with correct labeling information. (c) Submission of a proposal etc. 0.05 Be able to navigate websites for art opportunities and make appropriate strategies for making applications through (a) Submission of a proposal etc. 0.06 Have an understanding of the correct applications of typed correspondence to making effective presentation of a proposal through (a) Integrating their learning in typing skills with their research and ideas 0.07 Be able to learn from their own mistakes in an interview situation (a) Participating in role-play (b) Collaborating in groups on compiling research (c) Producing web-based research 0.08 Be able to work and learn in a variety of learning contexts through (a) Partici	Module Aim:		effective self-presentation. In addition they will learn how to investigate opportunities for under-graduate funding and investigate professional presentation procedures specific to visual art. It is not expected that students will already have basic correspondence, CV writing skills so practical skills in this subject include letter writing and business correspondence, applications of photographic documentation for digital and slide images and computer skills relevant to subject programme. Students are expected to attend and participate in all the formal timetabled sessions for the subject. Students are also expected to manage their directed learning and independent study in support of the subject and project aims. Subject arms: • To equip the student with practical skills for working in a variety of digital Imaging/design formats. • To introduce the student to professional standards of presentation with specific reference to visual art opportunities. • To provide the student with practical experience in producing typed correspondence and verbal presentations for visual art proposals. • To inform students of professional visual arts bodies on a national scale and to encourage the student to initiate their own research solutions in seeking funding and exhibition					
O1 Be able to demonstrate knowledge of the digital imaging formats suitable for making professional presentations of their work through attending workshops and presenting suitable images of their work for applications catalogues etc. O2 Be able to indicate a good knowledge of appropriate correspondence formats and making applications for art opportunities through identifying an at opportunity of their own choosing and making an appropriate and valid proposal. O3 Be able to demonstrate an awareness of key lrish arts organizations and their potential applications for art opportunities and practice through (a) Outlining and comparing information through discussion in a group O4 Be able to make digital image files and presentations of their work in PowerPoint Through (a) Making digital still images of artyroks (b) Making PDF copy of a PowerPoint presentation containing six of the student's own artworks with their presentation containing six of the student's own artworks with which PDF copy of a PowerPoint presentation containing six of the student's own artworks with any project proposal etc. O5 Be able to navigate websites for at opportunities and make appropriate strategies for making applications through (a) Submission of a proposal, cv and a completed application form following a standard typed correspondence method O6 Have an understanding of the correct applications of typed correspondence to making applications of a proposal trough (a) Making a written proposal which specifies reasons why their practice would benefit from the specific at opportunity. O8 Be able to work and learn in a variety of learning contexts through (a) Participating in an interview exe	Learning Ou	itcomes						
through attending workshops and presenting suitable images of their work for applications catalogues etc .02 Be able to indicate a good knowledge of appropriate correspondence formats and making applications for art opportunities through identifying an atropportunity of their own choosing and making an appropriate and valid proposal. .03 Be able to demonstrate an awareness of key lish arts organizations and their potential applications within the student's own at practice through (a) Outlining and comparing information through discussion in a group .04 Be able to make digital image files and presentations of their work in PowerPoint Through (a) Making digital still images of artworks (b) Making PDF copy of a PowerPoint presentation containing six of the student's own artworks with correct labeling/ information. (c) Submission of full proposal for an at opportunity: residency, funding, art exhibition etc including artist's CV, reasons for applying, project proposal etc .05 Be able to navigate websites for at opportunities and make appropriate strategies for making applications through (a) Submission of a proposal, cv and a completed application form following a standard typed correspondence method .06 Have an understanding of the correct applications of typed correspondence to making application of a proposal .07 Be able to evaluate and discriminate between art opportunities that would be of use to their practice through (a) Making a written proposal which specifies reasons why their practice would benefit from the specific at opportunity. .08 Be able to work and learn in a variety of flearning contexts through (a) Participating in an interview	On successf	On successful completion of this module the learner should be able to:						
through identifying an art opportunity of their own choosing and making an appropriate and valid proposal. An art practice through (a) Outlining and comparing information through discussion in a group .03 Be able to demonstrate an awareness of key Irish arts organizations and their potential applications within the student's own art practice through (a) Outlining and comparing information through discussion in a group .04 Be able to make digital image files and presentations of their work in PowerPoint Through (a) Making digital still images of artworks (b) Making PDF copy of a PowerPoint presentation containing six of the student's own artworks with correct labelling information. (c) Submission of full proposal for an art opportunity: residency, funding, art exhibition etc including artists CV, reasons for applying, project proposal for an art opportunity: residency, funding, art exhibition etc including artists CV, reasons for applying, project proposal for an art opportunity: residency, funding, art exhibition etc including artists CV, reasons for applying, project proposal for an art opportunity: residency, funding, art exhibition etc including artists CV, reasons for applying, project proposal for an art opportunity: residency, funding, art exhibition etc including artists CV, reasons for applying, project proposal for an art opportunities that would be of uses to their paratice through (a) Making a written proposal which specifies reasons why their practice would be of use to their practice through (a) Making a written proposal which specifies reasons why their practice would benefit from the specific art opportunity. .08 Be able to work and learn in a variety of learning contexts through (a) Participating in an interview exercise (b) Evaluating feed-back from peers (c) Participating in self-assessment <td>LO1</td> <td></td> <td colspan="3"></td>	LO1							
art practice through (a) Outlining and comparing information through discussion in a group art practice through (a) Outlining and comparing information through discussion in a group action Be able to make digital image files and presentations of their work in PowerPoint Through (a) Making digital still images of artworks (b) Making PDF copy of a PowerPoint for an art opportunity: residency, funding, art exhibition etc including artists CV, reasons for applying, project proposal etc 0.05 Be able to navigate websites for art opportunities and make appropriate strategies for making applications through (a) Submission of a proposal, or and a completed application form following a standard typed correspondence method 0.06 Have an understanding of the correct applications of typed correspondence to making effective presentation of a proposal through (a) Integrating their learning in typing skills with their research and ideas 0.07 Be able to evaluate and discriminate between art opportunities that would be of use to their practice through (a) Making a written proposal which specifies reasons why their practice would benefit from the specific art opportunity 0.08 Be able to evaluate and discriminate between art opportunities through (a) Participating in role-play (b) Collaborating in groups on compiling research (c) Producing web-based research 0.09 Be able to learn from their own mistakes in an interview situation (a) Participating in an interview exercise (b) Evaluating feedback from peers (c) Participating in self-assessment Pre-requisite learning Modules Recommendations </td <td>LO2</td> <td></td> <td colspan="3"></td>	LO2							
artworks (b) Making PDF copy of a PowerPoint presentation containing six of the student's own artworks with correct labeling/information. (c) Submission of full proposal for an art opportunity: residency, funding, art exhibition etc including artist's CV, reasons for applying, project proposal etc 0.05 Be able to navigate websites for art opportunities and make appropriate strategies for making applications through (a) 0.06 Have an understanding of the correct applications of typed correspondence to making effective presentation of a proposal 0.06 Have an understanding of the correct applications of typed correspondence to making effective presentation of a proposal 0.07 Be able to evaluate and discriminate between art opportunities that would be of use to their practice through (a) Making a written proposal which specifies reasons why their practice would benefit from the specific art opportunity 0.08 Be able to work and learn in a variety of learning contexts through (a) Participating in role-play (b) Collaborating in groups on compiling research (c) Producing web-based research 0.09 Be able to learn from their own mistakes in an interview situation (a) Participating in an interview exercise (b) Evaluating feedback from peers (c) Participating in self-assessment Pre-requisite learning Module Recommendations This is prior learning outcomes that are too similar to the learning outcomes of this module. No recommendations listed	LO3							
Submission of a proposal, cv and a completed application form following a standard typed correspondence method LO6 Have an understanding of the correct applications of typed correspondence to making effective presentation of a proposal through (a) Integrating their learning in typing skills with their research and ideas LO7 Be able to evaluate and discriminate between art opportunities that would be of use to their practice through (a) Making a written proposal which specifies reasons why their practice would benefit from the specific art opportunity LO8 Be able to evaluate and discriminate between art opportunities that would be of use to their practice through (a) Making a written proposal which specifies reasons why their practice would benefit from the specific art opportunity LO8 Be able to evaluate and discriminate between art opportunities that would be of use to their practice through (a) Making a written proposal which specifies reasons why their practice would benefit from the specific art opportunity LO8 Be able to evaluate and discriminate between art opportunities that would be of use to their practice through (b) Collaborating in groups on compiling research (c) Producing web-based research LO9 Be able to learn from their own mistakes in an interview situation (a) Participating in an interview exercise (b) Evaluating feedback from peers (c) Participating in self-assessment Pre-requisite learning Module Recommendations This is prior learning (or a practical skill) that is recommended before enrolment in this module. No incompatible Modules Isted	LO4	artworks (b) Ma labelling/ inform	works (b) Making PDF copy of a PowerPoint presentation containing six of the student's own artworks with correct elling/ information. (c) Submission of full proposal for an art opportunity: residency, funding, art exhibition etc including					
through (a) Integrating their learning in typing skills with their research and ideas 107 Be able to evaluate and discriminate between art opportunities that would be of use to their practice through (a) Making a written proposal which specifies reasons why their practice would benefit from the specific art opportunity 108 Be able to work and learn in a variety of learning contexts through (a) Participating in role-play (b) Collaborating in groups on compiling research (c) Producing web-based research 109 Be able to learn from their own mistakes in an interview situation (a) Participating in an interview exercise (b) Evaluating feedback from peers (c) Participating in self-assessment Pre-requisite learning Module Recommendations This is prior learning (or a practical skill) that is recommended before enrolment in this module. No recommendations listed Incompatible Modules These are modules listed No incompatible modules listed No Co-requisite modules listed No Co-requisite modules listed No Co-requisite modules listed Requirements Requirements This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.	LO5							
written proposal which specifies reasons why their practice would benefit from the specific art opportunity Image: Constraint of the specifies of t	LO6							
compiling research (c) Producing web-based research Control of the control of th	LO7							
back from peers (c) Participating in self-assessment Interpretent Pre-requisite learning Module Recommendations This is prior learning (or a practical skill) that is recommended before enrolment in this module. Interpretent No recommendations listed Interpretent Incompatible Modules Interpretent These are modules which have learning outcomes that are too similar to the learning outcomes of this module. Interpretent No incompatible modules listed Interpretent Interpretent No incompatible modules listed Interpretent Interpretent Requirements Requirements in this module is allowed. Interpretent	LO8	Be able to work and learn in a variety of learning contexts through (a) Participating in role-play (b) Collaborating in groups on						
Module Recommendations This is prior learning (or a practical skill) that is recommended before enrolment in this module. No recommendations listed Incompatible Modules These are modules which have learning outcomes that are too similar to the learning outcomes of this module. No incompatible modules listed Co-requisite Modules No Co-requisite modules listed Requirements This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.	LO9							
This is prior learning (or a practical skill) that is recommended before enrolment in this module. No recommendations listed Incompatible Modules These are modules which have learning outcomes that are too similar to the learning outcomes of this module. No incompatible modules listed Co-requisite Modules No Co-requisite modules listed Requirements This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.	Pre-requisit	e learning						
No recommendations listed Incompatible Modules These are modules which have learning outcomes that are too similar to the learning outcomes of this module. No incompatible modules listed Co-requisite Modules No Co-requisite modules listed Requirements This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.			ctical skill) that is recommended before enrolment in this module.					
These are modules which have learning outcomes that are too similar to the learning outcomes of this module. No incompatible modules listed Co-requisite Modules No Co-requisite modules listed Requirements This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.		No recommendations listed						
Co-requisite Modules No Co-requisite modules listed Requirements This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.			e learning outcomes that are too similar to the learning outcomes of this module.					
No Co-requisite modules listed Requirements This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.	No incompatible modules listed							
Requirements This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.	Co-requisite Modules							
This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.	No Co-requis	site modules listed	j					
No requirements listed			ctical skill) that is mandatory before enrolment in this module is allowed.					
	No requirem	ents listed						



PRTC H2705: Professional **Practices**

Module Content & Assessment

Indicative Content

Professional Practices

Students will be introduced to and acquire skills in digital imaging for making effective presentations of their own artwork. Subjects include investigating opportunities for under-graduate funding and the roles of various arts organizations in Ireland. Project briefs will direct the student towards creating case-study presentations, for example making an application for a residency or an open submission exhibition. For this subject module a combination of delivery methods is recommended, including practical instruction, oral presentations and role-playing in a group-learning environment.

Assessment Breakdown	%	
Project	100.00%	

No Continuous Assessment

Project							
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date			
Project	Each brief is assessed within the brief's timeframe. Each assessment will be an opportunity for the student to focus on their work and evaluate their own progress and development.	1,2,3,4,5,6,7,8,9	100.00	n/a			
No Practical							

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment



PRTC H2705: Professional Practices

Module Workload

Workload: Full Time					
Workload Type	Frequency	Average Weekly Learner Workload			
Lecture	Every Week	1.00			
Independent Learning	Every Week	2.00			
	Total Hours	3.00			