

STUDENT HANDBOOK



PgDip/MA Publishing

Faculty of Arts

School of Media and Photography

Date of Approval - 13/02/2004

Date of First Intake - 2004

Year of First Award - 2005

CONTENTS

	Page
1. Introduction	2
2. Programme Specification	2
Programme Outcomes	4
Your Personal Development Profile	7
3. Programme Structure	9
Timetable	13
Definitive Module Records	14
4. Programme Team	25
5. Programme Management Structure	26
6. Submission of Work for Assessment	28
7. Award Board	29
8. Key University Regulations relating to Assessment	30
9. Publishing Resources and the Learning Environment	31
10. Communications	32
11. Student Feedback Form	33

1. Introduction

Welcome to the School of Media and Photography at the University of Plymouth.

This document contains basic information relating to your studies in Publishing. As a handbook it is designed to answer basic questions about the programme, and to indicate what you can expect from staff and resources, and what is expected of you as students.

As you will see, some sections of the handbook are written in more formal language. These sections, specifically the Programme Specifications (section 2) and the Definitive Module Records (section 3) are university-validated documents and constitute a part of the university's record of programme parameters, aims, outcomes and assessment procedures. Other parts of the document are in more informal language, and are primarily intended as useful information and guidelines to help you succeed in your studies and, above all, enjoy working here with us.

2. Programme Specification: PgDip/MA Publishing

2.1	Awarding Institution	University of Plymouth
2.2	Teaching Institution	University of Plymouth
2.3	Accreditation Body	n/a
2.4	Relevant Benchmark Groups	Communication, Media, Film and Cultural Studies <i>Not yet published for MA level</i>
2.5	Admissions Criteria, and target numbers	BA 2(I) or equivalent in a relevant subject APEL and APCL provisions apply (see University regulations); Proficiency in English. (6.5 IELTS or equivalent) 15 FT students each year
2.6	Final awards	MA Publishing Postgraduate Diploma in Publishing
2.7	Date of production	January 2004

2.8 Distinctive Features of the Programme at the University of Plymouth

Publishing is an expanding and developing industry that each year recruits a significant number of graduates. Very few publishers have an in-house training scheme; they also find it difficult to process large numbers of applications from graduates interested in publishing as a career. Therefore a key feature of the Publishing course is to provide the industry with postgraduates possessing a practical awareness of publishing. You are also required to adopt an analytical and evaluative approach towards publishing in order to have a greater understanding of the dynamic relationships between publisher and public.

The industry has indicated that because of the diverse nature of publishing, a first degree in any subject is more acceptable than, and indeed preferable to, an

undergraduate course with a specific publishing content. The diploma therefore attacks this problem directly by providing graduates from any discipline with the necessary skills and knowledge required by the industry. Unfortunately, in a national context, few courses exist at this level with such a practical approach. This practicality enables you to appreciate the functions of the many trades and professions which constitute publishing. You will also acquire a positive attitude to the applications of new technology within the industry and its future markets. The course focuses on skills, training and an intellectual underpinning that will enhance the understanding of the task of management. You are also introduced to the contribution made by the full range of professional working practices found within the industry its markets and ancillary trades.

2.9 Programme Aims

The Publishing programme will:

- develop your competence and confidence as a publisher through offering the opportunity to review contemporary publishing through changing technologies and cultural contexts
- foster research and critical skills through analysis, discussion, project development and realisation
- provide a framework for sustained academic debate of new publishing initiatives both theoretical and in practice, nationally and internationally
- contribute to the enhancement of your career prospects within publishing

More specifically the course aims to:

- offer a qualification which is appropriate to, and endorsed by, the publishing industry; and to provide students with a qualification which assists their entry to the profession
- develop an understanding of the techniques and practices of the publishing industry; and to understand the relationship between the industry and ancillary trades
- develop your ability to work effectively in a professional, business-orientated environment
- develop professional skills in initiating, co-ordinating and managing the production of published material
- develop an understanding of the contribution and potential of new technology in the publishing industry
- develop research, presentation and negotiating skills to levels appropriate to a postgraduate, and the ability to make discriminating use of data
- encourage you to consider notions of 'audience' and the implications of new modes of distribution

2.10 Programme Outcomes

At the end of the programme you will have the following knowledge, understandings and skills. These will be articulated through your MA dissertation/project.

Problem Formulation Abilities

Definition of a research issue for critical exploration and dissertation/project; refinement of MA proposal taking into account feasibility, publishing medium and method, audience and context of realisation.

Realisation Skills

Self-awareness and abilities in self-development, prioritisation and time management including the ability to work to deadlines; acquisition of relevant (new) skills and ability to structure a learning programme and schedule appropriate to the demands of a particular publishing dissertation/project.

Learning through Presentation in a Peer-group Context

Clarity of communication and effectiveness in discussion within a peer-group context; ability to formulate clear and constructive responses as feedback on the work of others.

Critical Evaluation

The demonstrable ability to continuously reflect upon and evaluate progress and project outcomes, to learn from evaluation, to review and revise objectives and processes accordingly. Critical evaluation is central to the programme.

It follows that the creative and intellectual skills listed below are central to the programme and indicate the kinds of abilities and qualities expected of study at Masters level. Students should demonstrate an ability to:

Research and Investigation

Locate, select and evaluate information and ideas relevant to particular areas of exploration; assess methodological implications of particular models of research within each postgraduate module; determine precise problems for investigation; adopt an imaginative and critical approach.

Experimentation

Think creatively and challenge conventional aesthetic, technological and theoretical models and assumptions in their theoretical and practical work.

Organisation, Preparation and Documentation

Formulate a coherent set of aims and objectives for each publishing module which effectively and appropriately uses time, sources, and material resources; organise and manage the module efficiently, recording the research process and outcomes utilising appropriate forms of documentation.

Publishing Medium, Process and Practical Competence

Choose and implement media and publishing processes appropriate to ideas, aims, intentions and context as well as demonstrating practical expertise in the use and application of relevant equipment and software.

Coherence

Integrate a each module with attention to clarity of the inter-relation of component parts; maintain integrity of the publishing project in respect of aims and intentions.

Realisation and Presentation

Design and produce work in accordance with publication standards and make it accessible for its intended audience.

Inventiveness and Independence of Thought

Tackle uncertainties, take risks; identify similarity, difference and interconnections, explore and enjoy indeterminacy; deploy and integrate rational and intuitive thinking skills.

Understanding of Relevant Historical, Critical and Cultural Contexts

Take cognisance of relevant historical, critical and theoretical frameworks, issues and implications for publishing practice; locate work within broader contemporary cultural contexts.

2.10.1 General Abilities and Skills

The University lists general abilities and skills as those expected for success at Masters level. Learning outcomes and assessment criteria for each module are based on these skills and abilities which are as follows:

Operational Contexts

<i>Characteristics of context:</i>	complex, unpredictable and normally a specialised context demanding innovative work which may involve exploring the current limits of knowledge;
<i>Responsibility:</i>	autonomy within bounds of professional practice, high level of responsibility for self and, when relevant, others;
<i>Ethical understanding:</i>	awareness of ethical dilemmas likely to arise in research and professional practice; ability to formulate solutions in dialogue with peers, clients, mentors, and others,

Cognitive Descriptors

Knowledge and understanding learners:

great depth of knowledge in a complex and specialised area and/or across specialised and applied areas; may be working at the current limits of theoretical and/or research understanding;

Analysis:

can deal with complexity, lacunae and/or contradictions in the knowledge base and make confident selection of tools for the job;

Synthesis/creativity

can autonomously synthesise information/ideas and create responses to problems that expand or redefine existing knowledge and/or develop new approaches to new situations;

Evaluation

can independently evaluate/argue alternative approaches and accurately assess/report on own/others work with justification.

Other Transferable Skills

Interactive and group skills:

can work with and within a group towards defined outcomes and can take role as recognised leader or consultant; ability to negotiate and handle conflict; can effectively motivate others.

Self-appraisal, reflection practice:

engages with a critical community; reflecting on habitually on own and others' practice in order to improve own/others actions;

Planning and management of learning:

autonomy in study/use of resources; makes professional use of others in support of self-directed learning;

Problem solving:

can isolate, assess and resolve problems of all degrees of predictability in an autonomous manner;

Communication and presentation:

can engage in a full professional and academic communication with others in their field;

Practical:

has technical control of a skill, performing smoothly, precisely and efficiently; able to plan strategies and tactics and adapt effectively to unusual and unexpected situations.

2.11 How will Publishing Support my Personal Development?

The University's Teaching and Learning Policy states that:

'The primary aim of our collective endeavours is the development of people. Through our teaching and their learning we aim to produce people who have knowledge and understanding and the ability to apply it, and who are equipped with the necessary skills, attitudes and confidence to play a constructive role in society throughout their lives'.

This statement underpins all we do and deliver in Publishing. In this programme, we want to support you in your learning as you progress through to graduation:

- To develop a range of graduate attributes and skills
- Plan for and reflect on their personal, academic and professional development, and
- To recognise the importance of future employability, as part of your learning experience.

2.11.1 Your Personal Development Profile (PDP)

We place you, the student, at the centre of your learning. That means that we strive to offer you a comprehensive learning experience that as far as possible meets your personal developing needs within the context of postgraduate study. We do this in many different ways. To get the most from you this personal development profiling you need to engage in all the opportunities that are offered in a reflective and responsive way so that you take charge of your learning in the fullest sense.

Here are some of the strategies that are employed by Publishing to address and assist you in your personal development profile:

- 1) During induction, students are asked to frame their aspirations and identify existing skills which can be extended and developed.
- 2) Teamwork is very important in publishing so, from the induction process onwards you will be encouraged to take part in teamwork and collaborative activities.
- 3) Within the course you will be encouraged to develop your personal voice and to take responsibility for your own direction within each module and the MA dissertation/project.
- 4) You will be given the opportunity to identify publishers that reflect your personal aspirations, and through your own negotiations arrange a suitable work placement.
- 5) You will have access to a variety of visitors and visits to publishing and ancillary trades.

6) You are encouraged to reflect on your own learning experience at the end of each module by building up a personal development profile (PDP), which will aid the construction of an ongoing action plan (see Assessed Learning Outcomes for each module descriptor). The completed profiles will be returned to you as the basis of your personal record of achievement. This self appraisal system is a central part of your assessment process. This will provide you with both regular feedback and personal reflection, to help you to guide and negotiate your learning activities to the maximum effect.

7) You will be offered careers advice specific to the publishing industry. All of the modules are publishing specific and are designed to broaden your appreciation of the breadth and depth of opportunities in respect of careers and professional opportunities.

8) Within the programme, you have the opportunity to publish under the University of Plymouth Press imprint <http://www.uppress.co.uk>

2.12 Teaching, Learning and Assessment Strategies

2.12.1 The Programme is taught through five specific modules (see specifications, page 10 onwards) and one non-assessed professional open access component. Together they are designed to establish a peer group context for exploring ideas, issues and professional publishing practices thereby fostering both individual and collective approaches to learning, which are dependent upon three inter-related areas of your development:

practical skills
professional working practice
managerial and organisational abilities

Modules place emphasis on professional practice, teamwork skills, organisation, responsibility, initiative, decision-making and critical self-evaluation. The order and relationship of the modules correspond, where practicable, to the methodology of the publishing process. To academically underpin professional practice introduces you to specific research methodologies:

reflecting on practice
developing practice through a project
data collection & analysis
making an argument

Research in publishing is limited therefore module MAPU507 Publishing: Product and Business concentrates on a range of relevant methodologies establishing a foundation of research practice appropriate for your progression to undertake the MA dissertation/project.

All modules are individually examined and double marked at the final assessment points. All modules are assessed on your understanding of the analytical and critical areas that have been developed within the modules in relation to your particular research focus. Module Four has a two-week period of individual work placement at the end of the second term, providing a focal point for the application of skills and knowledge gained throughout the course.

2.12.2 The MA Dissertation/Project

Your MA dissertation/project is central throughout the programme; this focus is intended to 'anchor' discussion in relation to your particular publishing research interests. Your outline project proposal is submitted at the beginning of term two. Subject to the approval of the Programme Leader and the Module Leader/staff team your outline proposal is then developed towards realisation as the MA dissertation/project. Your project or your dissertation are central to your successful completion of the programme; both are supported through individual tutorials with staff for discussion and feedback on your work as well as through peer group sessions in which you will present and discuss responses to your ideas.

3. Programme Structure

3.1 Modular Structure

The programme is modular in structure with each module defined as a unit of assessment. It consists of 4 x 30 credit modules (MAPU 506, 507, 508 and 509) each with a specific programmed schedule of attendance and participation, followed by 1 x 60 credit module (MAPU510). Successful completion of the first four Postgraduate modules is a pre-requisite for proceeding to the second Masters part of the programme. MAPU506 Publishing Skills, Discrimination and Good Practice is open to other MA programmes.

3.2 Mode of Attendance

The programme is offered in full-time and part-time mode. This means that there are potentially two separate groups of students actively engaged with the programme at any one time: one full-time group and one part-time group. The programme is designed to ensure that full-time students meet and work with part-time students.

If you are a full-time student you will be expected to attend taught sessions programmed over four days a week in term one and two. Subsequently attendance after Easter will be to write-up MAPU509 work placement and to attend Masters tutorials.

If you are a part-time PgDip or Masters student you will be expected to attend for tutorials by appointment, and to complete work for a final submission and examination. As a part-time student you will be expected to pursue self-directed study. You have access to dedicated course facilities and university provisions such as the library and computer facilities at Plymouth.

3.3 Teaching and Learning - expectations, and submission of work

3.3.1 Teaching and Learning

In its initial stages the programme centres on staff-led lectures, seminars and workshops. In order to benefit from these inputs it is crucial that you prepare through reading and through experimenting with materials and processes (texts and working methods will be recommended). The programme shifts towards a student-led model whereby you increasingly take responsibility for defining the parameters of your enterprise. The MA dissertation/project proposal is a central fulcrum. But we want to stress that the collaborative approach to learning, which characterises the publishing programme, relies on your active engagement with ideas and on advance preparation for seminars and workshops. Learning results from critical engagement with ideas and experiments, your own as well as those of others.

3.3.2 University Tutors will Provide

- leadership for initial exploration of the intellectual and practical contexts within which ideas and module content will be explored. This will include suggestions of recent publications, Logos journal articles, website visits, and opportunities to make contact with publishers and others relevant to your field.
- appropriate reading to foster familiarity with such contexts
- tutorial assistance with individual modules and dissertation/project development

3.3.3 What we Expect from You

- commitment to pursuing projects, taking into account relevant deadlines, and taking responsibility for your own learning process
- active participation within the student group in relation to formal (assessed) projects; constructive feedback during work-in-progress workshops; contributions to informal debate, communication and mutual support
- a sense of responsibility in the use of equipment. Please leave everything as you found it! Please report any case of breakdown or malfunctioning to the School of Media and Photography technical staff as soon as possible
- contribution to the smooth running of the programme. There will be opportunities to feedback on the content and organisation of the programme through three key channels: on a weekly basis in brief 'housekeeping' sessions; through your student representatives on the Programme Committee (which meets at least twice a year); representation on the Media and Photography Staff/Student Liaison Committee (which meets when required and at least once a term).

3.3.4 English Language Support

All international, European exchange or home students who are not native speakers of English are welcome to attend the English Language support classes, which the university offers free through the English Language Centre which has a team of English language tutors who offer weekly classes, workshops and tutorials. The classes cover such topics as:

- Academic Essay writing
- Academic communication
- Survival English for University

The classes do not lead to a qualification, but students whose attendance is at least 80% will receive a certificate of attendance from the University. You need to register for these classes. For more information on classes and registration, please contact the English Language Centre: efl@plymouth.ac.uk. All classes are subject to availability.

The English Language Centre also runs workshops for Master's students with Dr Dorothy Bond. These cover such topics as:

- Writing a dissertation
- Respecting intellectual property – how to avoid plagiarism
- Asking the right research questions
- Refining research topics
- Formatting Master Documents
- Communication skills – presenting yourself and your research

The workshops run twice during the academic year, and places are allocated on a first-come, first-served basis. Information about the workshops is sent out in advance via email to all Master's students and placed on the post-graduate portal.

3.3.5 Study Time and Planning

The taught programme is scheduled on four days a week. However, creative experimentation, library-based research, skills development (exercises subsequent to workshops, QuarkXPress, Photoshop, Dreamweaver), and the preparation of work for presentation is extremely time consuming. The complexity of some of the ideas with which you will be engaging should not be underestimated. As students it follows that this programme should be central to your concerns and scheduling. It follows that good time-management skills are of the essence, especially in publishing.

3.3.6 Costs

An addition fee of £150 is required of all students. This covers materials and transport cost during field visits. You have use of university facilities, but the cost of making work is up to you and should be taken into account and budget accordingly. Costs of documentation of work, and of photocopying for research, also fall to you (photocopy cards are available for purchase in the library).

3.3.7 Evidence of Achievement of Outcomes and Assessment

These are detailed in each specific module record (page 14, onwards), and a full briefing will be given at the commencement of each module.

Assessment Tasks include:

For the postgraduate stage each module will be accompanied with 5000 words and include one or more of the following: formal presentation; practical examples; work placement; employer's work placement report; small-scale publishing project; refinement of MA dissertation/project proposal; realisation of MA project.

3.3.8 Submission of Work

All written work must be submitted the Faculty office and accompanied by a completed submission of work form. Please ensure that you receive a receipt for work submitted.

3.3.9 All submitted work is marked by two members of the programme team, in line with criteria as specified for each module. A sample of modules is seen by the External Examiner before the Examination Board. All work submitted for the MA dissertation/project is also double marked, each submission is read by the External Examiner before the Examination board.

3.4 Programme of Studies

The programme consists of five assessed components and one non-assessed component outlined below:

MAPU506	Publishing Skills, Discrimination and Good Practice (30 credits), <i>open to other MA programmes</i>
MAPU507	Publishing: Product and Business (30 credits)
MAPU508	The Publishing Process (30 credits)
MAPU509	Professional Practice: Work Placement (30 credits)
MAPU510	Publishing Masters Dissertation/Project (60 credits)
OAS	Open Access Skills (non-assessed)

Publishing Dissertation/Project Dates

Week Number

- 16 MA briefing
- 18 - onwards Tutorials begin to develop research proposals
- 29 Initial research proposal form submitted to MA tutor
- 31 Formal MA research proposal form submitted to Faculty office
- 32 Proposal approved or returned for modification/rewriting
- 38 Resubmission of failed proposals
- 39-40 Tutorials to review the structure and plans
- 43 - onwards MA Tutorials
- 9 Submission of MA dissertation/project full-time, one calendar year from course entry and two calendar years for part-time mode

Publishing Timetable 2009/10

MAPU506 Start: 6 October 2009 Hand-in: 22 January 2010

Publishing Skills, Discrimination and Good Practice

Typographical design, editorial stance and intended readership through the design deconstruction of a magazine and the replacement of content.

MAPU507 Start: 7 October 2009 Hand-in: 15 January 2010

Publishing Product and Business

Case study in collaboration with a publisher, development of necessary skills to undertake a research project in a business setting.

MAPU508 Start: 8 October 2009 Hand-in: 14 May 2010

The Publishing Process

Publishing viability (suitability, quality, profitability), understanding of appropriateness of 'content' to audience through engagement with several publishing projects.

MAPU509 Start: 6 October 2009 Hand-in: 14 May 2010

Professional Practice: Work Placement

Publishing specialisation, confidence in negotiating, qualities of initiative and persistence.

MAPU510 Start: 11 November 2009 Hand-in: 24 September 2010

MA Dissertation or Project

Individual research, in-depth project or dissertation

Holidays

Christmas	19 December 2009	10 January 2010
Easter	27 March 2010	18 April 2010

Module Code: MAPU506

Credits: 30

Level: M

Module Title: **Publishing Skills, Discrimination and Good Practice**

Pre-requisite(s):

Co-requisite(s):

Compensatable within this Programme: No

Short Module Descriptor

The student is required to analyse a magazine's content through the appropriateness of its typographic design and editorial stance according to intended readership. The student is then expected to editorially revise and typographically alter content for different magazine genres which reflects the requirement of this different audience.

Elements of Assessment:

Coursework: 100%

Give Subject Assessment Panel Group to which module should be linked:

Type of mark awarded: Fail/Pass 50%+/Distinction 70%+

Minimum pass mark for professional body accreditation:

Module Aims:

- to critically examine and extend editorial and typographic design principles
- to reflect upon the relationship between text and image
- to develop the intellectual rigour required of a postgraduate student in discriminating between various qualities within the design of image and text, and demonstrating sustainability to such rigour.
- to develop research skills through the comparative analysis of magazine design
- to develop independent learner skills

Assessed Learning Outcomes: At the end of the module the learner will be expected to be able to:

- **Operational Contexts:** Familiarity with professional expectations and standards of magazine publication content and design.
- **Cognitive Descriptors:** Pursuit of sustained investigation and critical analysis of magazine content and typographic design in relation to audience.
- **Transferable Skills:** Ability to re-frame content and design according to the editorial stance of publishable material.

Indicative Syllabus Content:

The course work will allow the student to consider the:

- assessment of written material for publication
- acquisition of images for a publication
- editorial process for both text and image
- editorial and design process through the use of computers
- colour and contrast of the designed page and their relationship to each other
- appropriate use of typography
- application of design in other formats for different readerships
- comparative analysis between movable lead type and digital design
- comparative analysis between a magazine's development and present structure

Approval: Date of Approval: 13/02/2004
 Date of Implementation: 27/09/2004
 Date(s) of Approved Change: XX/XX/XX

Faculty: Arts School: Media and Photography
Partner Institution: (for IHS only) Name Of Site:

Module Leader: Paul Honeywill Term T1

Assessment Criteria: To develop practice through a project by:

a) the design skills acquired through the analysis of a magazine and applied to another publishing format and audience.

or

b) the re-evaluation of a given text for a different readership, including the acquisition of appropriate images and a revised design which reflects the personality of the different audience through the publication.

Assessment Mode:

Double page magazine spread practical example accompanied with 5000 words

Schedule of Teaching and Learning:

The module will be delivered through a series of mini-lectures, seminars and tutorials. The mini-lectures and seminars will establish a framework for editorial and design analysis. Tutorials monitor progress and discuss synthesis and appropriate application content through typography and editorial stance for both text and image. The module will follow the format of 30 hours contact time and 30 hours directed study over one term. There will also be an expectation of a further 60 hours independent learning.

Pre-requisite(s):

Co-requisite(s):

Compensatable within this Programme: No

Short Module Descriptor

Students are required to work in small groups to research the development of a single title through a case study and in collaboration with a publisher. Students will gain a clear understanding of the nature of the various skills, roles and responsibilities that are involved, identify their own strengths within publishing and the skills necessary to undertake a research project in a business setting.

Elements of Assessment:

Coursework: 100%

Give Subject Assessment Panel Group to which module should be linked:

Type of mark awarded: Fail/Pass 50%+/Distinction 70%+

Minimum pass mark for professional body accreditation:

Module Aims:

- to extend the conceptual framework within which effective publishing practice takes place
- to critically explore their role and responsibilities within publishing group dynamics
- to develop the intellectual rigour required of a postgraduate student in discriminating the various tasks and procedures within publishing and demonstrate their abilities to sustain such rigour
- to develop researcher skills through data collection and presentation
- to develop an understanding of research methodology and the position of the case study as a methodology
- to develop independent learner skills

Assessed Learning Outcomes: At the end of the module the learner will be expected to be able to:

- Operational Contexts: Understand the roles and relationships of the various professionals who work within the publishing industry or ancillary trades.
- Cognitive Descriptors: Research and analyse data, including primary sources, make discriminating use of data that they have compiled so as to form a critical evaluation of the publication of a title.
- Transferable Skills: Self-diagnose with a view to clarifying appropriate career ambitions, gain first-hand knowledge of the publishing industry to assist self-diagnosis and establish valuable contacts, develop their ability to work as a member of a team in a purposeful and

Module Code: MAPU508

Credits: 30

Level: M

Module Title: The Publishing Process

Pre-requisite(s):

Co-requisite(s):

Compensatable within this Programme: No

Short Module Descriptor

Through different publishing roles and responsibilities the student is expected to assess the publishing viability of material on a number of levels (suitability, quality, profitability) within a cultural context. A practical outcome during the module will also develop an understanding of the appropriateness of 'content' according to the publishing media and audience.

Elements of Assessment:

Coursework: 100%

Give Subject Assessment Panel Group to which module should be linked: MP

Type of mark awarded: Fail/Pass 50%+/Distinction 70%+

Minimum pass mark for professional body accreditation:

Module Aims:

- to extend the conceptual framework within which effective publishing practice takes place
- to critically explore their role within publishing group dynamics
- to develop the intellectual rigour required of a postgraduate student in discriminating the various genres and procedures within publishing and demonstrate their abilities to sustain such rigour
- to develop researcher skills through the development of publishable material
- to develop independent learner skills

Assessed Learning Outcomes: At the end of the module the learner will be expected to be able to:

- Operational Contexts: Have comprehensive knowledge and understanding of how to apply the function of editorial, production, marketing, contracts, rights and synthesise these within the structure of a publishing operation.
- Cognitive Descriptors: Through critical awareness the student will undertake analysis of publishing material for its suitability, quality and profitability.
 - Transferable Skills: Practical application during the module will further develop an understanding of the appropriateness of content according to the publishing media and audience. These are key transferable skills which will allow the student to engage and debate strategies.

Module Code: MAPU509

Credits: 30

Level: M

Module Title: Professional Practice: Work Placement

Pre-requisite(s):

Co-requisite(s):

Compensatable within this Programme: No

Short Module Descriptor

This module will stimulate reasoned debate the students developing specialism, and give the student confidence in negotiating their own work placement. This module will allow the student to develop qualities of initiative and persistence. Self-negotiation ensures that a small-scale project is developed between publisher and student.

Elements of Assessment:

Coursework: 100%

Give Subject Assessment Panel Group to which module should be linked:

Type of mark awarded: Fail/Pass 50%+/Distinction 70%+

Minimum pass mark for professional body accreditation:

Module Aims:

- extend the conceptual framework within which effective publishing communication takes place
- critically explore the role of publishing technologies, and its impact on the 'people centred' nature of publishing
- focus on a publishing specialism through the development of a small-scale project
- develop the intellectual rigour required of a postgraduate student in discriminating genres and analysing recent trends and issues within contemporary publishing, and demonstrate their abilities to sustain such rigour
- develop researcher skills through the analysis of differing publishing professional practice
- to develop independent learner skills

Assessed Learning Outcomes: At the end of the module the learner will be expected to be able to:

- Operational Contexts: Identify and negotiate a work placement with a publisher that can offer a specialism specific to student career aspirations.
- Cognitive Descriptors: Undertake a small-scale project negotiated by the student, dealing with its complexity through a depth of knowledge working at the current limits of theoretical and/or research understanding.
- Transferable Skills: Analyse the working methods of the company and differentiate between working methodologies and transfer these skills to different working environments.

Indicative Syllabus Content:

- identify a publishing specialism suited to each students skills and identified career interests.
- planning and research of a small-scale project best suited to an identified publishing operation.
- the 'people-centred' nature of publishing.

Approval: Date of Approval: 13/02/2004
 Date of Implementation: 10/01/2005
 Date(s) of Approved Change: XX/XX/XX

Faculty: Arts School: Media and Photography

Module Leader: Jane Weston

Term T2

Assessment Criteria: Making an Argument:

a) for/against the similarities and differences in either editorial, production or marketing approaches between two publishing companies during work placement. A work placement employer's report should accompany this assessment task.

or

b) How advantageous is it to gain work experience within a publishing house before seeking a job within the industry. A work placement employer's report should accompany this assessment task.

Assessment Mode:

Work placement, small-scale publishing project accompanied with 5000 words and an employer's placement report

Schedule of Teaching and Learning:

The module will be delivered through a series of mini-lectures, seminars, tutorials and work placement. The mini-lectures and seminars will establish a framework for research and analyse good working practice within publishing, stimulate reasoned debate about the 'people centred' nature of publishing. These sessions will be student centred and include presentations on negotiated student small-scale project proposals. Tutorials monitor progress and discuss research findings. The module will follow the format of 30 hours contact time and 30 hours directed study during the second term. There will also be an expectation of a further 60 hours of independent learning, and a minimum of 2 weeks work placement before or during the Easter vacation.

Module Code: MAPU510

Credits: 60

Level: M

Module Title: **Publishing: Masters Dissertation/Project**

Pre-requisite(s):

Co-requisite(s):

Compensatable within this Programme: No

Short Module Descriptor

The Masters dissertation/project represents the culmination of the 4 PgDip study and research modules. It provides the opportunity for individual research, with specialist tutorial support. Dissertations are high level and thorough defined investigations. Projects are in-depth, with clarity and attention to detail in the form of presentation and write-up.

Elements of Assessment:

Coursework: 100%

Give Subject Assessment Panel Group to which module should be linked:

Type of mark awarded: Fail/Pass 50%+/Distinction 70%+

Minimum pass mark for professional body accreditation:

Module Aims:

- to enable students through the process of proposing and planning a Masters dissertation/project
- to encourage ambition and innovation within the student's field of publishing research
- to develop a dialogue and working relationship with professional publishing to enable the dissertation/project to be successfully completed through access to primary sources
- to enable students to realise, complete and present their MA dissertation/project
- to implement independent learner skills

Assessed Learning Outcomes: At the end of the module the learner will be expected to be able to:

- **Operational Contexts:** Organise and sustain a coherent well-researched examination of a defined and agreed publishing issue.
- **Cognitive Descriptors:** Have significantly enhanced knowledge, capacity for critical reflection, and the ability to express the results of their activity. With conclusions drawn from a well-structured dissertation or project.
- **Transferable Skills:** Work autonomously, to employ the skills of a publishing practitioner to a high level and the ability to sustain a critical argument which is well organised and appropriately illustrated.

Publishing Open Access Skills (non-assessed)

Students normally enter the course with no prior publishing undergraduate experience. Therefore this component is designed to provide graduates from any discipline with all the necessary skills and knowledge required. Publishing Open Access Skills is non-assessed so that students joining the course from the publishing industry can be selective.

Schedule of Teaching and Learning

Publishing Professional Skills will be delivered through a series of seminars, workshops and field visits. These sessions will establish a framework for good working practice within publishing, and inform all modules. This component will be weekly with 180 hours contact time over Terms 1 and 2 and include the following:

Print

Pre-press, computer to plate, CMYK, illustrations, digital and media formats, on-demand printing, scheduling, production management, managing suppliers, costing and estimating for printers and publishers.

Print Workshop

Movable type, bookbinding and paper making.

Publishing Software Training

QuarkXPress, InDesign, Dreamweaver, Photoshop, PowerPoint and managing digital typography

Marketing for Publishers

Rights, contracts, publishing proposals, distribution networks and retail outlets.

Group Dynamics

Time management and presentation skills

Editorial

Commissioning, list-building, genres, cost considerations, project editing, liaison skills, scheduling, copy-editing of electronic and hard copy; proof-reading.

Field Visits

Printers, suppliers and publishers.

4. The Programme Team

Paul Honeywill email phoneywill@plymouth.ac.uk

Paul has published in *Logos* which is the main Publishing research Journal. Books have also been published on magazine design, *Digital Magazine Design* and visual Internet language systems, *Visual Language for the World Wide Web*. Paul has undertaken beta testing cycles with Quark Colorado for the development of QuarkXPress, for the next generation of the industry standard page make-up software. Advisory Editorial board member of *The Print Production Manual* PIRA International which is the publishing industry standards text for publishing production. A team member of UK Online for Business, which is a DTI initiative to get all UK businesses on line by 2005. Current research concerns visual language systems used across the Internet. <http://www.w3icons.com>

Liz Wells email ewells@plymouth.ac.uk

Liz (PL, Media Arts) has researched and published widely on photography, film and video, including editing *Camerawork* (Issues 31 & 32). Liz is editor of *Photography: A Critical Introduction* (2004; 3rd ed.), and of *The Photography Reader* (2003). She curated and edited *Viewfindings, Women Photographers: 'Landscape' and Environment* (1994), and co-edited/co-curated *Shifting Horizons: Women's Landscape Photography Now* (2000). The exhibition *Facing East, contemporary landscape photography from Baltic areas*, is on tour in the UK, 2004-2006. Liz is working on a book on landscape, culture and identity. She is co-editor of *Surface*, presentations from the 2004 symposium, Faculty research group for Land/Water and the Visual Arts, University of Plymouth Press, 2005.

Miranda Spicer email miranda.spicer@onetel.net

Miranda Spicer is a publishing consultant bringing commercial business experience and contacts to the course. She is publisher and managing director of Alphabet & Image Ltd, which is a supplier to University of Plymouth Press, an independent publishing company, a member of the Independent Publishers Guild and of the English Speaking Union. Miranda has worked in publishing houses for over 20 years, including HarperCollins, Dorling Kindersley, Element, Jarrold and David & Charles. Her career has spanned production, editorial, commissioning, training and senior management. Having visited the course for a number of years to give editorial workshops, she became a part-time member of staff in 2006.

Jane Weston email jweston@plymouth.ac.uk

Is a published author whose main area of interest management training, communication and the changing face of production methodologies. Current concerns are developing student expertise through collaborative projects with publishers. Jane has been a part-time lecturer on the course for 12 years.

5. Programme Management Structure

5.1 The organisation of the Programme, Publishing, is designed to ensure that the aims and objectives of the Programme are achieved within the existing structures of the University. The purpose of these structures is to ensure that students have the maximum available guidance and support during the Programme.

5.2 The Programme Management Team

A small management team oversees the specific administration of the Publishing Programme. The team meets formally at least once a term. The team comprises:

- Programme Leader (the programme manager)
- Admissions Tutor (who may also be the programme leader)
- Module Leaders
- Cohort Tutors
- Representative from Information and Learning Services

The Programme Management Team is responsible for:

- Assisting the Programme Leader with the academic and practical administration of the programme
- The day-to-day operation of the programme
- Recruitment and student induction
- Preparation of the programme calendar including timetabling, and assessment arrangements
- Publicity and marketing for the programme

The Programme Leader

The duties of the Programme Leader include:

- Heading the Programme Management Team
- Chairing programme committee meetings
- Liaison with Media and Photography HOD
- General responsibility for admissions
- Co-ordinating timetables and liaison with Module Leaders
- Collating results
- Examination arrangements including liaison with the External Examiner
- Representing the interests of the programme within the University and elsewhere as appropriate
- Preparation of the student handbook

5.3 The Admissions Tutor (who may also be the Programme Leader)

The Admissions Tutor has responsibility for:

- Executing the admissions policy including collating letters of reference and, for overseas students where appropriate, checking language qualifications
- Liaison with student funding bodies
- Production of publicity material related to admissions
- In consultation with other members of the programme team, considering outline project proposals

5.4 Module Leaders

Module Leaders have responsibility for:

- Arrangements relating to the day-to-day running of specific modules, including liaison with the library and other academic support services and identification of technical needs
- In conjunction with the Programme Leader, approving student MA project and dissertation proposals
- In conjunction with the Programme Leader, allocating project and dissertation supervisors
- Maintaining a register of titles, supervisors and due dates for submission submitting a copy of all successful dissertations for lodging with the University Library
- Ensuring the availability of documentation of practice projects for scrutiny and assessment by members of the programme team, by the External Examiner, and for quality assurance purposes

5.5 Cohort Tutors

Cohort Tutors are allocated to either the full-time postgraduate students, or full or part-time MA students. The duties of the Cohort Tutor are directed more towards pastoral care and include:

- Attempting to establish a spirit of social cohesion and co-operation within the cohort
- Acting as an academic advisor for students within the cohort
- In conjunction with the Programme Leader, mediating where necessary in relation to student extenuating circumstances
- Contributing to group discussion on-line (student portal)

5.6 The Programme Committee

The membership of the Programme Committee comprises:

- The Programme Leader (chair)
- All members of the Programme Management Team (Module Leaders, Admissions Tutor, Academic Services)
- Student representatives (1 elected member for postgraduate; 1 for Masters)
- The Arts Faculty Administrator (or nominee)
- A secretary

Ex-officio members:

- The Head of the School
- Programme Leader, Graduate School
- Programme managers from other named postgraduate awards within the School of Media and Photography
- Publishing Subject Leader

The Programme Committee normally meets once a term and is responsible for:

- Reviewing the performance and progress of the Programme
- Recommending the appointment of an appropriate external examiner
- Addressing student concerns
- Considering proposals from the Programme Team concerning the operation and development of the programme

5.7 Student Liaison

The programme leader, module leaders, the Information and Learning Services representative and cohort tutors will meet with students prior to Programme Management meetings, in order to encourage student input into the smooth operations and development of the programme.

External Examiner

One External Examiner will be appointed to oversee the programme. S/he will be expected to be competent to consider and comment upon both theoretical and practice dimensions of the programme as well as the management and general operation of the programme.

6. Submission of Work for Assessment

6.1 Module reports, your dissertation, and other documentation must be submitted by noon and date stamped via the Faculty office (6 Portland Villas) by or before the published submission deadline.

6.2 A bibliography, and resource references should be included for reports, dissertation, and other work if appropriate. The Harvard referencing system is preferred (see student portal) and your bibliography should be in alphabetical order by initial of surname of (first) author.

6.3 Assessment Schedule

See also programme diagram, section 3.5, p13

MAPU506	Autumn Term 2009	Submission 22 January 2010
MAPU507	Autumn Term 2009	Submission 15 January 2010
MAPU508	Autumn Term 2009	Submission 114 May 2010
MAPU509	Spring Term 2010	Submission 14 May 2010
Masters	Full-time	Submission mid/end-Sept 2010
	Part-time MA	Submission mid/end-Sept 2011
	<i>Marks Verification board</i>	(November /June)

7. Award Board

Results for initial modules (MAPU 506/507/508/509) will be considered at a marks verification meeting convened by the Programme Leader and attended by Module Leaders and tutors (November/June). Results for the research-based project or dissertation (MAPU510) will be considered at the programme Award Board (November/June)

The Award Board will meet annually to discharge the responsibilities outlined in the General Examination Regulations of the University. This includes consideration and confirmation of recommendations from module teams and from the interim marks verification meeting.

7.1 *The Board will make recommendations to the Academic Board on the award of:*

Master of Arts in Publishing Postgraduate Diploma in Publishing

7.2 A Masters Degree requires the successful completion of modules to the value of 180 credits, that is, successful completion of all the modules in the programme. A Postgraduate Diploma requires the successful completion of modules to the value of 120 credits.

7.3 A student will be awarded a Masters degree with Distinction provided that s/he has achieved a credit-weighting of 70% or higher averaged across all 4 30 credit modules, and that the mark for either the dissertation or the MA project is no less than 70%.

7.4 *The membership of the Board comprises:*

The Associate Dean (Research and Graduate Studies) to chair

The Programme Leader

Module Leaders

The External Examiner

The Academic Registrar (or nominee) as secretary

Faculty Administrator (or nominee) as minute taker

7.5 Results for each initial module (MAPU/506/507/508/509) will normally be conveyed to you within 4 weeks of the final submission date for each module. You

will be offered opportunities to meet with the Programme Leader and/or Module Leaders for feedback on your progress.

7.6 Marginal Pass Grades

The interim marks verification meeting considers the overall profile and grades for your work in the first four modules. If this overview indicates low or marginal pass grades in some or all modules, the Programme Team may recommend that you follow a route leading to a postgraduate diploma. Should this recommendation be made you will be offered extra tutorial meetings with the Programme Leader and relevant Module Leaders to discuss your progress.

8. Key University Regulations relating to Assessment

Plagiarism

Using the words, ideas, images and arguments of other people as though they are your own is plagiarism. Besides being dishonest, plagiarism is an offence. Always reference your work adequately, ensuring that the work of others is properly sourced and acknowledged.

For a detailed listing of that which is considered to fall within Examination and Assessment Offences see the university web site and also the University of Plymouth Student Handbook

Assessment Regulations

You may need to reference these at some time during your programme of study: Postgraduate Assessment Regulations - <http://intranet.plymouth.ac.uk/studhand/rulesregs/intranet.htm> (Information for Current Students- Academic Regulations)

8.1 Extenuating Circumstances

University Regulations on late coursework and extenuating circumstances are available on the web site and also in the University of Plymouth Student Handbook. University regulations on late coursework and extenuating circumstances apply (see current University Academic Regulation).

8.2 University regulations on procedures in the event of failure apply. Where a student fails to achieve a pass in one or more modules the Award Board may allow compensation for failure or permit reassessment. (See current University Academic Regulations). Students may retake a module once only.

8.3 In exceptional circumstance if you are registered full-time you may apply to transfer to part-time study; this will be subject to the approval of the Award Board.

8.4 Appeals and Complaints

The University procedure for appeals is detailed on the website. Complaints Procedure - on the website; summarised in the University of Plymouth Student Handbook.

9. Publishing Resources and the Learning Environment

MA Base-room

The MA base-room, which is the postgraduate base of Scott Building, is where most group meetings will take place. It is available for your use outside of scheduled events, is equipped for seminar purposes and includes workstation(s) for your exclusive use. You also have access, on a bookable basis, to all Media and Photography facilities. This includes multi-purpose computer workstations with a range of software and peripherals. The MA also shares equipment within Media and Photography.

9.1 Technical Support

As with equipment, technical support exists within the School of Media and Photography. Students at postgraduate level are expected to be generally competent with equipment and will be introduced to the facilities and tools in workshop sessions. Technical support will be available, including during the summer months by appointment. It is also hoped that additional funding through the extra postgraduate student numbers will allow for additional technical support.

9.2 Equipment Inventory (June 2009)

Items that are already available to publishing and are of direct relevance:

Hardware

Apple Macintosh G5s with CD/DVD burners, 21" monitors, PCs, digital cameras, scanners, local dedicated server, bookbinding equipment.

Core Software

InDesign, Photoshop, Dreamweaver, Flash, Word, Excel, Powerpoint

9.3 Support for Learning: Library

The collection of books and journals has developed over a period of several years to support Publishing and many other undergraduate and postgraduate Arts and Design programmes. Increasingly resources are being made available via the Web and are available to students both on and off campus. In addition, students can still use material from the Exeter campus, and from elsewhere using the inter-library loan service.

There is close collaboration between publishing staff and the Subject Librarian in selecting material for purchase and in teaching research skills. (The Subject Librarian is a member of the Programme Planning Team for Programme Approval).

9.4 Support for Learning: Computing

The University network, Plymnet5, is linked to a regional network and provides global connectivity via SuperJANET. Among the services available across the network are email, the University Wide Software Service, access to information sources via the Internet, user filespace and high quality printing.

9.5 Careers Service

The University Careers Service provides an information library, organises workshops and visiting speakers from publish recruitment consultants (such as Inspired Selection) and has a qualified Careers Adviser who gives individual guidance.

9.6 Other Student Support Services

There is a wide range of other support services on campus including: Accommodation; Catering; Chaplaincy; Child Care; Counselling; Disability and Dyslexia; Student Finance; Health; International Student Service; Learning Skills; Recreation and the Students' Union. Details of these services can be found in the Handbook of Student Support Services: a reference guide and summary, available from the Library.

10. Communications

10.1 Email

You should check your university emails on a regular basis as staff will use this as a first point of contact with you. You can access your email from the MA base-room and other open access facilities throughout the University.

10.2 A dedicated website, linked to the University student intranet portal, has been set up in support of this programme. It includes a notice board, and also a chat-room for your group (part-time or full-time cohort). You are invited to participate in discussions on a regular basis. Your Cohort Tutor will monitor the chat-room, contributing and editing where useful or necessary. There is also two publishing course websites that is independent of the University and maintained by publishing students <http://www.mapublishing.co.uk> and <http://www.uppress.co.uk>

10.3 You are expected to attend all sessions as programmed. In the exceptional circumstances that you are unable to attend, please inform the appropriate tutor or module leader.

**Faculty of Arts
Student Feedback Form
for Taught Postgraduate Modules**

Before completing this form, please review the module aims and outcomes (as outlined in your module documentation, pages 14 - 23).

Aims

Which of the following statements do you feel is most appropriate? (please tick box)

- The module was very successful in achieving its aims
- The module was successful in achieving its aims.
- The module achieved some, but not all, of its aims.
- The module did not achieve its aims.

Which aspects of the module contributed most toward achieving its aims?

Which aspects of the module contributed least toward achieving its aims?

Please suggest other or additional ways we could achieve the aims of this module.

Do you feel these aims are appropriate for a module on your programme? If not, please suggest aims we should be addressing instead.

Outcomes

Which of the following statements do you feel is most appropriate? (please tick box)

- The module was very successful in helping to achieve the intended outcomes.
- The module was successful in helping me to achieve the intended outcomes.
- The module helped me to achieve some, but not all intended outcomes.
- The module did not help me to achieve the intended outcomes.

Which aspects of the module helped you most to achieve the outcomes?

Which aspects of the module helped you least to achieve the outcomes?

Please suggest other ways we could help you to achieve the outcomes on this module.

Do you feel these outcomes are appropriate for a module on your programme? If not, please suggest outcomes we should be addressing instead.

General

What did you enjoy most about this module?

What did you enjoy least?

Any other comments?

Thank you for taking the time to fill in this form. Your feedback is extremely important and will be carefully considered.

Please return this form to your module tutor. You do not have to put your name on it!