

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Critical Perspectives				
Module Code	UA1APQ-15-1	Level	1	Version	1.1
Owning Faculty	Arts, Creative Industries and Education		Field	Visual Culture	
Contributes towards	BA (Hons) Animation BA (Hons) Drawing and Applied Art BA (Hons) Fashion BA9Hons) Fine Arts BA (Hons) Graphic Design BA (Hons) Illustration BA (Hons) Photography BA (Hons) Fashion Communication				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre requisites	None		Co requisites	None	
Excluded Combinations	None		Module Entry Requirements	None	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date 26th March 2013

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. knowledge of some of the key critical theories and issues underlying ongoing debates around creative practices and their relationship to the workplace; 2. awareness of aspects of the historical development of creative practices in art, media and design; and of the contexts of production and consumption for art, media and design; 3. awareness of a range of research methods relevant to creative practices and industries; 4. the development of analytical and critical skills; 5. the development of research and library skills 6. the ability to observe, describe and contextualise; 7. the ability to structure and present research findings and arguments, through written work and appropriate audio-visual materials <p>All assessed through component A.</p>

Syllabus Outline	The module explores the impact of economic, social and cultural values on creative
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	<p>practices and the effect that different contexts have on the production and consumption of the works of the creative industries. Its emphasis is on current practices and critical debates in the creative industries plus significant developments during the 20th and 21st centuries and specifically on the development of the students' critical understanding of their disciplines.</p> <p>Throughout the module students will be required to complete a series of research tasks - involving both primary and secondary sources - that will be closely linked to the content of the lectures and workshops. These will include participation in peer to peer discussion, student-led research sessions and small and large group debates in response to the core lecture series, and additionally these tasks will necessitate students synthesising materials, ideas, and practices from their own programmes as well as those introduced by the module's lecture series and will inform their identification of subjects appropriate for study in greater depth for the written component of the module assessment.</p> <p>Students will make a poster presentation outlining the development of their written submission, and will keep a learning log (in the form of a blog) detailing their completed research tasks as well as the development of their work and ideas. Students will set up their blogs in a dedicated workshop and they will be used throughout the module to encourage peer-to-peer discussion and review.</p> <p>Students will be given specific teaching sessions which detail the requirements and conventions of different forms of writing for creative practice, for example how to use quotations and references. Study skills support in this form is embedded within the module. Additional study skills support is available to students through specialist learning support tutors.</p>
Contact Hours	<p>Students can expect a total of 36 hours scheduled contact time for this module. This includes lectures, seminars, workshops, fieldwork and tutorials</p> <p>Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means.</p>
Teaching and Learning Methods	<p>Students are taught through a combination of scheduled learning - including lectures, seminars, workshops, fieldwork and tutorials - and independent learning - including preparatory reading, case study preparation, assignment preparation and completion, etc. These sessions constitute an average time per level as indicated in the table in the following section.</p> <p>A lecture series outlines the module's historical, theoretical and critical content, supported by set reading and / or audio-visual resources. Workshops are devoted to particular research tasks that relate the lecture materials to students' discipline-specific areas of creative practice and research methodologies. Students are required to work independently on research tasks as well as in small groups for the presentation and discussion of research findings.</p> <p>The learning log (including completed research tasks), the poster and written assignment will all be submitted for assessment.</p> <p>Students will be introduced to the library through a series of workshops that introduce the facilities and research skills in using the library database, finding and extracting visual and textual information, and using the slide and video library. Additionally, students will be introduced to resources to support a range of research methodologies, including the Research Observatory and other UWE online resources, including Blackboard.</p>

The programme of lectures and workshops will be accompanied by supporting study skills materials designed to support research, poster and written assignment preparation and writing-up final work.

All course materials (timetables, all work briefs, reading lists, and teaching and learning materials for the module) will be available on Blackboard.

Key Information Sets Information

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114		150



The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam as assessment percentage	
Coursework as assessment percentage	100%
Practical exam as assessment percentage	
	100%

Reading Strategy

A resources pack, including preparatory reading and audio-visual resources for the lectures will be available online.

Further resources will be listed in the module handbook, including recommended texts by programme. Advice and guidance on reading will be given during tutorials, and the skills sessions will also enable the students to use these lists effectively, and to find additional relevant material.

All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online.

The currency of information may wane during the life span of the specification, consequently current advice on readings will be available through more frequently updated mechanisms such as the handbook and intranet, these will be revised annually.

Under the university's Copyright Licensing Agency (CLA) permit, reading packs

	<p>with relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module. Text excerpts from books published in the UK may also be available via UWE Online Digital Collections, where permissible, during the module period.</p>
<p>Indicative Reading List</p>	<p>Booth, W.C., Colomb, G.G, and Williams, J.M (2008) <i>The Craft of Research</i>. 3rd ed. University of Chicago Press.</p> <p>Cain, P. (2010) <i>Drawing: The Enactive Evolution of the Practitioner</i>. Bristol: Intellect.</p> <p>Davis, M. (2012) <i>Graphic Design Theory</i>. London: Thames & Hudson</p> <p>Elkins, J. (2010) <i>Visual Cultures</i>. Bristol: Intellect.</p> <p>Hesmondhalgh, D. (2007) <i>The Cultural Industries</i>. London: Sage.</p> <p>Male, A. (2007) <i>Illustration: A Theoretical and Contextual Perspective</i>. London: AVA Academia.</p> <p>Modrak, R. and Anthes, B. (2011) <i>Reframing Photography: Theory and Practice</i>. London: Routledge.</p> <p>Parmesani, L. (2012) <i>Art of the Twentieth Century and Beyond: Movements, Theories, Schools, and Tendencies</i>. Milan: Skira.</p> <p>Riello, G. and McNeil, P. (2010) <i>The Fashion History Reader: Global Perspectives</i>. London: Routledge</p> <p>Storey, J. (ed) (2012) <i>Cultural Theory and Popular Culture: An Introduction</i>. 6th ed. Harlow: Pearson Education.</p> <p>Wells. P. (1998). <i>Understanding Animation</i>. London: Routledge.</p>

Part 3: Assessment

Assessment Strategy

Assessment strategies within the programme that this module contributes to reflect the Faculty of Art, Creative Industries and Education's philosophy which considers assessment to be part of the learning process.

Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements, and to support the monitoring of progress by tutors and students. Assessment methods used are varied, are relevant in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers.

The principle of 'learning through making' is core to learning strategies in the Department of Creative Industries – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas.

At assessment, therefore, students are expected to present evidence of work which demonstrates engagement with the minimum number of learning hours for the module (contact and independent study hours).

Forms of assessment used as part of the overall programme include:

- Presentation and participation in studio-critique
- Poster presentation
- Group and individual visual presentations
- Group and individual verbal presentations
- Written Assignments – forms of writing relevant to the creative industries, including academic/essay and industry focused/report writing
- Group critiques
- Peer and self-assessment
- Evaluative and reflective outcomes, including visual, verbal and written

Formative and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this.

Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.

Identify final assessment component and element	A1	
% weighting between components A and B (Standard modules only)	A:	B:

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Body of work (including Written essay/report (1200 words) & preparatory / supporting work from poster presentation and Learning Log (Blog))	100%
Component B Description of each element	Element weighting (as % of component)

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Body of work (including Written essay/report (1000-1200 words) & preparatory / supporting work from poster presentation and Learning Log (Blog))	100%
Component B Description of each element	Element weighting (as % of component)

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.