



## **Module Specification**

### Visual Essay

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#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>5</b>
<b>Part 5: Contributes towards .....</b>	<b>7</b>

## Part 1: Information

**Module title:** Visual Essay

**Module code:** UADAWF-30-1

**Level:** Level 4

**For implementation from:** 2021-22

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Art & Design

**Partner institutions:** None

**Delivery locations:** Bower Ashton Campus

**Field:** Design

**Module type:** Project

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module explores the role of the illustrator/information gatherer or reporter and looks at how, through the manipulation and interpretation of original source material, meaning, personal perspectives and viewpoints can be communicated. Artists and illustrators are increasingly being commissioned as visual journalists to record an event, or incident.

**Features:** Not applicable

**Educational aims:** This module aims to explore this creative and reflective process.

**Outline syllabus:** All students are required to negotiate access to a location event or series of events that form the basis of this module. All students are required to undertake a sustained period of visual research at their chosen location/event. This material is then used as the basis for a body of work communicating and commenting on the chosen source.

The module is underpinned by an emphasis on the development of a personal visual language both at the research, development and realisation stages of the module. Students are initially encouraged to use amongst others, drawing as the primary means of information gathering, although this may be extended to include other media. The process of selecting a location or event is critical to the success of the project, and must be carefully considered before embarking on the task.

The relationship between the observation of events and locations and the interpretation of these experiences is central to the module. The link with narrative journalism or literary journalism is informative. The use of research and analytical drawing skills, are used to create a work of creative non-fiction. Students are encouraged to look at the work of contemporary practitioners in this area.

Students are encouraged to investigate a range of possible outcomes including the artists book, a series of artefacts, film, photography, animation, interactive piece, performance or sound based work.

This module requires extensive work on location and is designed to test and develop individual students' resourcefulness and determination in undertaking a sustained period of visual research.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** The teaching and learning methods employed in this module are designed to be diagnostic in terms of individual progression within the programme.

Practical skills are delivered through workshops and studio activities that involve both demonstration and practice. These workshops will look specifically at building confidence and a level of proficiency in the disciplines studies. Emphasis will be placed on establishing a meaningful relationship between conceptual and making activities. Analytical, evaluative and planning skills will be supported through seminars/tutorials/individual critiques, in order to encourage students to adopt an ongoing engagement with ideas/processes/methods of production beyond the familiar. Critical engagement and reflection on ideas/practices examined within the module will be documented and presented for assessment in the supporting and development work.

Lectures and seminars will introduce key concepts and practitioners for whom reportage and narrative book structures are an integral part of their working methodology. The negotiated project enables students to test and develop new skills and approaches through a period of self-directed studio work, designed to allow the further consolidation and exploration of personal space. Field work will also be an integral part of this module.

Health and Safety guidelines and further explanation of key terminologies, skills and processes introduced within technical workshops will be outlined in note/visual form and distributed to students for personal consultation and observation at the point of demonstration.

The negotiation of individual pathways through the module will be supported through ongoing tutorial support, and through ongoing, structured review. This will allow for critical evaluation of the students' work, and enable informed guidance to be offered concerning the appropriate development/direction of practice within the module.

**Module Learning outcomes:**

**A1** Explore methods of visual information gathering

- A2** Reflect upon the relationship between image and observation
- B1** Demonstrate a sustained investigation of a pre-determined or negotiated location/event (physical, or digital)
- B2** Critically manipulate, analyse and interpret source material to report on a predetermined location or event (physical, or digital)
- C1** Develop and apply a range of skills and approaches appropriate to the practice of illustration
- C2** Demonstrate a methodology that recognises the research and interpretation of visual source material as a means of developing illustrations
- D1** Organise time and work within a supported structure

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uadawf-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uadawf-30-1.html>

## **Part 4: 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.

**Assessment components:**

**Portfolio - Component A (First Sit)**

Description: Body of development work, individual summative critique, documentation of work

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: A1, A2, B1, B2, C1, C2, D1

**Portfolio - Component A (Resit)**

Description: Body of development work, individual summative critique, documentation of work

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Illustration [Sep][PT][Bower][6yrs] BA (Hons) 2020-21

Illustration {Foundation} [Sep][FT][Bower][4yrs] BA (Hons) 2020-21

Illustration {Foundation} [Sep][PT][Bower][8yrs] BA (Hons) 2018-19