

**University of the West of England
MODULE SPECIFICATION**

Code: UAAA4Y-60-3 **Title:** SELF-DIRECTED STUDY IN DESIGN: Version: 6
PROCESS, MATERIAL, CONTEXT

Level: 3 **UWE credit rating:** 60 Credits **ECTS credit rating:** 30

Module type: Project

Owning Faculty: FCA **Field:** Art **Field Leader:** Mandy Ure

Valid from: September 2010 **Discontinued from:**

Contributes towards: BA (Hons) Design: Process, Material, Context

Pre-requisites: UAAA4W-20-3 Study in Design: Process, Material, Context or UAAA4X-40-3
Extended Study in Design: Process, Material, Context

Co-requisites:

Excluded combinations:

Learning outcomes:

To enable students to:

Knowledge and Understanding

- i) Locate their practice within the context of contemporary design;
- ii) Develop a body of work based on the analysis, knowledge and understanding of a selected context;

Intellectual skills

- iii) Evaluate and reflect on the progress of their own work and that of others;
- iv) Initiate, manage and sustain a major design project from research through to realisation;

Subject/practical skills

- v) Implement and utilise a personally developed methodology in the development and realisation of a design project.
- vi) Demonstrate and apply a synthesis of concept, form and material in the design and realisation of a self initiated body of work;
- vii) Demonstrate and apply the synthesis of technical and conceptual skill in the production of a self initiated body of work;
- viii) Demonstrate creativity and at the highest level innovation in the production of a /body of work for a targeted context;

Transferable skills

- ix) Present work professionally and coherently; visually, verbally and in writing

- x) Demonstrate the ability to plan, progress and project manage the development and production of a body of work.

Syllabus outline:

Students identify and negotiate a project through to its full realisation and completion. This module is designed to give students the opportunity to showcase their skills and abilities through the design and realisation of a final body of work. Student performance should reflect the demands of professional practice in the design, presentation and realisation of this project.

Students working in this module will maintain a sustained research and development enquiry based within contexts surrounding contemporary design ideas. Students continue to test and develop their skill base along with identifying their practice in context..

Students will build on the work undertaken in the preceding module – either ‘study in design, process, material and context’ or ‘extended study in design, process, material and context’.

Students will be required to critically reflect on research resources, application of methodology and the success of the outcome in relation to a self negotiated brief and their original creative intentions.

Teaching and Learning:

This module focuses on a student’s ability to direct and manage their own learning support through lectures, group seminars, tutorial discussion and feedback. Students negotiate appropriate technical and resource support both within and beyond the confines of the institution. The ability to source, synthesise and evaluate their needs in relation to their proposal is seen as central to the demonstration of personal creative development and professional practice. This module is self-directed study with all teaching and learning supporting individual students in establishing personal strategies for the organisation and management of their work. Group seminars and tutorials monitor the progress of their work and encourage the sharing of best practice across the cohort.

Assessment Criteria

Students present support work and completed samples/garments for assessment. Students will be assessed on the level of their ability to:

Criteria	Relates to learning outcomes:	Source of evidence
i) Creative intention	2,3,4,5,6,7,8, 9, 10	Studio journal, research files, sketchbooks, samples, developmental work, written evaluation.
ii) Research	1,2,4,6,7	Studio journal, research files, sketchbooks, samples, developmental work, written evaluation.
iii) Synthesis of concept, process, material and form.	5,6,7	Studio journal, research files, sketchbooks, samples,

		developmental work, written evaluation.
iv) Contextual understanding	1,2,3,8	Studio journal, research files, sketchbooks, developmental work, written evaluation.
v) Professionalism	4,5,9,10	Studio journal, research files, sketchbooks, samples, developmental work, written evaluation.
vi) Critical and creative independence	4,5,9,10	Studio journal, research files, sketchbooks, samples, developmental work, written evaluation.

Reading strategy:

It is important that students can identify and retrieve appropriate reading. Students are expected to identify all reading relevant to their topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and resources. It will be expected that assignment bibliographies and reference lists will reflect the level and range of reading carried out.

Assessment:

Weighting between components A and B (standard modules at levels 0-3 only) A: B:

ATTEMPT 1

First Assessment Opportunity

Component A

Description of each element

Element weighting

1. Presented Work

100%

Second Assessment Opportunity (further attendance at taught classes is/is not required)

Component A

Description of each element

Element weighting

1. Presented Work

100%

SECOND (OR SUBSEQUENT) ATTEMPT Attendance at taught classes is/is not required.

**Specification confirmed byDate
(Associate Dean/Programme Director)**

Assessment: Profile of student achievement in relation to stated learning outcomes:

SELF-DIRECTED STUDY IN DESIGN, PROCESS, MATERIAL AND CONTEXT – UADA4Y-60-3 60credits	
<i>Assessment Criteria:</i> Students will be assessed according to their fulfilment of the learning outcomes in respect of the following criteria:	Threshold standard (UG Level)
i) Creative Intention	.The work presented for assessment indicates the students creative intension and personal vision for the work. The intention is creative, ambitious and coherent and is led by the student’s individual ideas and research...
ii) Research	The body of work is well informed and evidences a synthesis of your thorough visual, textual, material and contextual research. The work should evidence your ability to source, collate, analyse and evaluate information from a range of sources and to utilize this within your practice.
iii) Synthesis of concept, process, material and form	The synthesis of process, form and material with concept is evident in the body of work. The selection and manipulation of media is consistent with the creative intention of the work.
iv) Contextual understanding	The body of work evidences thorough contextual research, analysis and understanding. You are able to demonstrate your research and understanding of appropriate sites, applications and audiences and their appropriate protocols.
v) Professionalism	You have behaved as a professional practitioner throughout the module and made full use of the Learning and Teaching resources available to you. You will have identified an intended professional pathway for yourself, and this will be evidenced in your journal. You are able to study independently, set goals, manage your own workload and meet deadlines.
vi) Creative and critical independence	You have made independent decisions based on your own critical judgement and the research you have developed in order to progress your work. You have considered and taken ownership of advice given by peers and tutors and used this to help locate yourself. Independent study time has been used effectively.

Levels of Achievement	
80% and above -	The work presented for assessment is highly ambitious and demanding and exceptionally exceeds the threshold profile in respect of all five criteria. The student has explored and exploited design, process, methodology and medium to produce work that is highly creative and original and demonstrates an excellent understanding of the intended context.
70% - 79% -	-the work presented for assessment is very ambitious and substantially exceeds the threshold profile in respect of all five criteria. The student has explored and exploited design, process, methodology and medium to produce work that is highly creative and innovative and demonstrates a very good understanding of the intended context.
60% - 69% -	The work presented for assessment is ambitious and exceeds the threshold profile. The student has explored design, process, methodology and medium to produce work that is creative and demonstrates a good understanding of the intended context.
50% - 59% -	The work presented for assessment meets the threshold profile. The student has explored design, process, methodology and medium to produce work that is competent and demonstrates a good understanding of the intended context.
40% - 49% -	the work presented for assessment adequately meets the threshold profile. The student has implemented a methodology to produce work that is competent and demonstrates an understanding of the intended context.
30% - 39%	the work presented for assessment fails to meet the threshold profile. The methodology implemented is unconvincing and the body of work is not commensurate with the award BA (Hons).
20% - 29% -	the work presented for assessment substantially fails to meet the threshold profile. Work presented is of a very poor standard demonstrating that the student lacks sufficient engagement, flexibility and organisation to complete the course.
0% - 19% -	- the work presented for exceptionally fails to meet the threshold profile. Little evidence of engagement with the module.
* for the purpose of assessment the level of achievement is measured against the overarching profile given through the five threshold statements.	