



Module Specification

Arts Contexts

Version: 2025-26, v1.0, Approved

Contents

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

Part 1: Information

Module title: Arts Contexts

Module code: UA1BBJ-30-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: Visual Culture

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The Arts Contexts module is a shared cluster module focused on orientation. It introduces students to a range of key ideas and contexts relevant to creative arts practice, enabling them to start to position their work, and the work of others, through different aspects of conceptualisation and production.

It is a dynamic and interactive introduction to processes for project planning, research and creative experimentation, and will promote students' active

participation within the School of Arts creative community and across the wider city of Bristol.

Features: Not applicable

Educational aims: The aims of this module are to embed students within their programme and the wider School of Arts through a combination of engaging activities and experiences oriented around key themes related to arts practice.

The module will provide students with a foundational introduction to critical and contextual thinking, and communication within the Arts, emphasising its collaborative, experiential and dialogic nature.

The module aims to put learning into practice; students will explore principles of working safely, ethically and sustainably, will critically examine a range of materials and ideas and will develop an awareness of the benefits of working with and alongside others.

Outline syllabus: Key concepts will be introduced to students through a range of interactive sessions and activities. Alongside content designed to develop students' understanding of the systems and processes of the School of Arts, students will engage with sessions introducing fundamental critical frameworks for learning.

The skills instilled through this module will equip learners with transferrable knowledge and experience that are appropriate for a breadth of arts-based disciplines. Indicative content includes:

Research for arts

Academic Skills for arts

Project planning skills

Working productively with others

Working safely, ethically and sustainably

Discussions around the value and social purpose of creative practice, and their related languages and conventions, will enable students to consider their creative aspirations for their own work.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled sessions build students' skills, knowledge and understanding of different approaches to how to put their creative ideas into practice within art contexts. Teaching methods for this module are dynamic, reflective, process-driven, and designed to foster experimental, innovative and collaborative approaches to learning and making in an arts context. This will be articulated through short, focused practical and research tasks that will be set for students in response to scheduled module content.

Students are supported in developing critical, analytical, creative and evaluative skills through a range of inclusive teaching mechanisms. A focus on communication skills, both visual and verbal, helps students to express their ideas clearly, in various forms.

The content of lecture, discussion group and workshop activities will be located in key concepts related to the students' programme of study and wider School spaces and processes designed to support learning.

Indicative teaching and learning content for this module could include:

Lectures

Discussion groups

Creative workshop activities

Off-site visits

Module learning resources are designed to be accessible and inclusive, supporting a wide range of learning styles by providing materials across a range of formats and media. The Reading List has been designed to amplify a diverse range of critical and creative voices, ensuring representation across multiple perspectives and approaches.

The module has been designed on an ethos of guiding students and provides

personal and subject-specific skills for students to build on, as they progress through their learning journey.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Explore and develop ideas that lead to new perspectives and approaches.

MO2 Show an understanding of safe working practices and reflect on their own ethical responsibilities as a practitioner in the field.

MO3 Examine source material to develop informed judgments that go beyond initial reactions.

MO4 Demonstrate an understanding and awareness of the benefits of collaborative practice in the field.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/0ECF01C3-A774-6889-B3D8-CE89BA0730E4.html) via the following link <https://rl.talis.com/3/uwe/lists/0ECF01C3-A774-6889-B3D8-CE89BA0730E4.html>

Part 4: Assessment

Assessment strategy: This module will be assessed as Pass/Fail.

Referral (resit) assessments will be comparable to the first sit.

The module assessment strategy enables the student to demonstrate achievement across all the learning outcomes of the module. The principle of 'learning through doing' is core to the learning strategies: these learning activities are then expanded into and through the exploration of contemporary practice in relevant and related subject areas.

The assessment type has been chosen to enable such outcomes as well as to provide flexibility in selecting appropriate and specific outputs. Formative feedback plus summative assessment 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.

Formative Feedback

Formative feedback activities that involve students participating in the evaluation of presented work (their own and others) take place throughout the module. All students will be expected to contribute to the critical evaluation of fellow students' work. 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.

Summative Assessment

Students produce a Portfolio, the contents of which are confirmed in the Module Handbook. Items include responses to practical and research tasks and a reflective evaluation (written or in an equivalent alternative submission format).

Assessment tasks:

Portfolio (First Sit)

Description: A body of work including responses to practical and research tasks and a reflective evaluation

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: A body of work including responses to practical and research tasks and a reflective evaluation

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Fine Art [Bower] BA (Hons) 2025-26

Fine Art [Bower] BA (Hons) 2025-26

Photography [Bower] BA (Hons) 2025-26

Photography [Bower] BA (Hons) 2025-26

Photography {Foundation}[Bower] BA (Hons) 2024-25

Fine Art {Foundation}[Bower] BA (Hons) 2024-25