



## **Module Specification**

### **Arts Futures**

Version: 2026-27, v1.0, Approved

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## Part 1: Information

**Module title:** Arts Futures

**Module code:** UA1BBK-30-2

**Level:** Level 5

**For implementation from:** 2026-27

**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 module, taken by students studying BA Fine Art and BA Photography, will build on the analytical and practical skills developed in previous modules and will enable students to position their practices in relation to their future studies at Level 6. It will enable students to challenge convention, consolidate and extend their skills in research generation, and to engage critically with the process of knowledge generation and creative production. Students will create work in response

to collective research themes to form the basis of developing project planning and production skills.

**Features:** Not applicable

**Educational aims:** The module aims to prepare students to design, plan and produce practical research projects, in response to collaborative briefs that are linked to social and cultural themes. The module emphasises the potential for creative practices to address global challenges through interdisciplinary thinking and making.

By analysing and evaluating relevant theoretical and creative frameworks relevant to art, society and culture, students will work together to develop and execute creative outputs that articulate a coherent and informed response to the knowledge and skills developed across the module.

**Outline syllabus:** Through this module students will be enabled to:

Propose, develop and produce creative project/creative research work that aligns with their identified interests, aspirations and the deliverables outlined in the Module Handbook.

Critically and contextually evaluate project work in relation to, for example, meaning, precedents, artistic goals, innovation and context/audience.

Devise a project plan for their work that demonstrates understanding of relevant processes, professional principles and time management.

Indicative content for this module could include:

Theoretical and contextual methodologies

Critical reflection

Team working, collaborative practices

Professional ethics and responsibility

Presentation and exhibition of work.

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

**Teaching and learning methods:** The module is typically delivered via externally set and/or School-led project briefs, supported by scheduled sessions such as lectures, seminars, group critiques, technical workshops, tutorials and off-site study visits. Scheduled sessions build students' knowledge and skills in relation to theories and contexts relevant to the set project briefs.

Students will be expected to undertake independent study to support their ongoing creative, academic and technical development through such activities as: visual and textual research, development of practical outcomes, workshop activity.

Students will respond to a set project brief through the development of practical work that is the outcome of an appropriate creative process that could include: research, experimentation, testing, reflection and iteration.

Teaching methods for this module are dynamic, reflective, process-driven, and designed to foster experimental, innovative and collaborative approaches to creative practice. They support the development of a breadth of research methods, encouraging students to apply and synthesise research across a variety of contexts. Students are supported in developing critical, analytical, creative and evaluative skills through a range of inclusive teaching mechanisms.

The reading and resource list is designed to be accessible and inclusive, supporting a wide range of learning styles by providing materials across multiple formats and media. The reading list has been designed to amplify a diverse range of critical and creative voices, ensuring representation across multiple perspectives, disciplines and global regions.

The module has been designed to build on skills development and learning outcomes achieved in modules at Level 4. Teaching and learning at Level 5 moves from an ethos of guiding to one of collaboration.

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

**MO1** Explore and analyse established conventions within the field, identifying opportunities for innovation and pushing creative boundaries.

**MO2** Enhance their project management skills, managing tasks and time effectively and demonstrating adaptability.

**MO3** Take on roles within collaborative projects, demonstrating effective communication, the ability to share tasks and contribute to a positive team dynamic.

**MO4** Refine their ability to critically evaluate sources, developing nuanced interpretations and support analysis with evidence.

**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/C29502EB-5A18-9F05-FCA6-0B0BD259AB7D.html) via the following link <https://rl.talis.com/3/uwe/lists/C29502EB-5A18-9F05-FCA6-0B0BD259AB7D.html>

## Part 4: Assessment

**Assessment strategy:** This module will be assessed using Numerical Marking. Resit assessments will be comparable to the first sit.

The learning outcomes for this module reflect engagement with an individual research and creative practice located within collaboration.

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

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: a creative practical group outcome, an individual research and development file, and an individual Reflective Evaluation. Where agreed, alternative modes of submission will be available.

#### **Assessment tasks:**

##### **Portfolio (First Sit)**

Description: Includes: a creative practical group outcome, an individual Research and Development Journal, an individual Reflective Evaluation.

Weighting: 100 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4

##### **Portfolio (Resit)**

Description: Includes: a creative practical group outcome, an individual Research and Development Journal, and an individual Reflective Evaluation.

Weighting: 100 %

Final assessment: Yes

Group work: Yes

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

Photography [Bower] BA (Hons) 2025-26

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

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