



## **Module Specification**

### **Building Creative Skills**

Version: 2025-26, v2.0, Approved

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## Part 1: Information

**Module title:** Building Creative Skills

**Module code:** UAAAWP-30-0

**Level:** Level 3

**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:** Art

**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:** This module aims to support students as they begin to navigate more extended projects with more scope for self-direction and discovery.

Through visual storytelling, students will document their project trajectory from initial ideas generation to the execution of a range of experimental outputs, aligning research to emerging practice to articulate meaning and refine themes/concepts.

Initial focus on generating ideas, themes give way to sustaining (in a more self-directed way) a practical investigation over a number of weeks.

**Features:** Not applicable

**Educational aims:** The focus in this module is to move students from prescriptive and facilitated making activity to more personally resonant/self-directed creative investigation.

Early module activity will include a range of partially scaffolded "in studio" briefs with increased decision-making agency to stretch students in the presentation of ideas and the exploration of themes through drawing, researching and experimenting. Outcomes are executed, presented and shared collaboratively, with students prompted to reflect on the act of collaboration itself, and their own performance and strengths within the collective.

Following this facilitated and structured activity, students are supported in proposing, managing and executing a short experimental project with greater scope to explore areas of personal resonance.

The notion of audience, client or viewer is introduced in anticipation of the final exhibition task in module 4, and students are prompted to consider the range of contexts and spaces in which specific artefacts or project paradigms might be accessed/consumed. (Gallery spaces, screenings, virtual platforms etc)

Research tasks will prompt students to identify and examine conventions, formats and approaches to documenting and presenting project work appropriate to their discipline and outcome.

**Outline syllabus:** Through a mix of practical studio making, small group tutorial and peer review students are guided in the curation and consideration of tests, experiments and skills development as they negotiate short project work with increased scope to explore resonant themes. Students are encouraged to consider meaning, message and audience as they navigate a short project arc.

Opportunities for skills-based instruction and demonstration are co -curated in response to project planning activity, with review and feedback aligned to ongoing planning and documentation.

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

**Teaching and learning methods:** The module structure encourages students to navigate an elected pathway to build on discipline / programmatic understanding introduced earlier in the course. While supportive facilitation is still in place in the early weeks, projects are extended, with more time and agency to research and explore themes and ideas with increasing self-direction.

A mid-module review point marks a shift in the learning approach, with prescriptive instruction and facilitation giving way to coaching, guidance and one-to-one steering as students negotiate a short exploratory creative investigation, and are supported to manage their own project planning, development and execution.

All teaching is situated in an interdisciplinary studio environment, using a varied range of teaching methods to frame and facilitate a practice led experience to maximise engagement and inclusivity (Demonstration, technical instruction, discussion, provocation, lecture and coaching activity)

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

**MO1** Undertake and present independent research which supports and informs creative practice.

**MO2** Assess risk and adapt plans to ensure safe working practice.

**MO3** Participate meaningfully in collaborative activity, reflecting on your contribution.

**MO4** Use discipline appropriate strategies to present your work.

**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://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

## Part 4: Assessment

**Assessment strategy:** Formative feedback will be on-going and will form an integral part of 1:1 progress discussions between staff and students. Students will have a written record of these as part of an iterative, reflective process.

Summative assessment of this module shall be based upon:

A project "file" taking the form of an online presentation of the project evolution.  
Introductory lecture/seminar activity is aligned to set tasks to support students in mapping their learning from early ideas generation and experimentation through to problem solving, managing resources and working safely and sustainably.

Assessment criteria:

Students are assessed according to their fulfilment of the learning outcomes in respect of the agreed criteria.

The Pass / Fail Assessment Strategy for this module has been designed to:

Establish a more authentic and subject appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.

Establish a less marks driven approach to assessment, particularly during the early stages of a student's journey will provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.

Remove the emphasis from final marks, making explicit the role of feedback in

students future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.

Signal a more holistic, inclusive approach to assessment and would align with the university's wider priorities of inclusivity and accessibility.

Pass / fail at Level 3 may also support increased retention, as well as Student Well-being.

**Assessment tasks:****Portfolio (First Sit)**

Description:

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (Resit)**

Description: Portfolio to include practical project work undertaken during the module, a reflective journal and an evaluative statement.

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:

Interior Design {Foundation} [Bower] BA (Hons) 2025-26

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

Fine Art (International) {Foundation} [Bower] - WITHDRAWN BA (Hons) 2025-26

Illustration {Foundation}[Bower] BA (Hons) 2025-26

Graphic Design {Foundation} [Arnolfini] BA (Hons) 2025-26

Fashion Textiles {Foundation} [Bower] BA (Hons) 2025-26

Fashion Communication {Foundation} [Bower] BA (Hons) 2025-26

Animation {Foundation}[Bower] BA (Hons) 2025-26

Photography {Foundation}[Bower] BA (Hons) 2025-26

Fashion Communication {Foundation} [Bower] BA (Hons) 2025-26

Fashion Textiles {Foundation} [Bower] BA (Hons) 2025-26

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