



## **Module Specification**

### Positioning Practice

Version: 2025-26, v1.0, 07 Mar 2025

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## Part 1: Information

**Module title:** Positioning Practice

**Module code:** UAAB6D-45-M

**Level:** Level 7

**For implementation from:** 2025-26

**UWE credit rating:** 45

**ECTS credit rating:** 22.5

**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:** The Positioning Practice module enables all students to establish a critical disciplinary fluency; effectively positioning their practice within relevant contemporary discourses, and developing an individual practice of inquiry.

**Features:** Not applicable

**Educational aims:** This module priorities the School of Arts postgraduate attributes of Agency, Ambition and Criticality. It has been designed with the following

educational aims in mind:

Providing access to academic resources, specialist expertise, and active forum to support students to expand their understanding of historical and contemporary practice and ideas.

Developing students' research skills, including selection, critical analysis, synthesis, and evaluation of source materials.

Championing the value of reciprocal, interdisciplinary, and inclusive modes of inquiry appropriate to creative development.

Encouraging students to act autonomously, strategically and empathically, planning and managing their learning within predetermined time frames.

Facilitating methodological experimentation in pursuit of a conceptually coherent practice, appropriate to the students' chosen discipline.

**Outline syllabus:** The curriculum content of this module is designed to allow students opportunity to build upon their understanding of historical and contemporary practices and ideas within a fine art context. This will be encouraged through review and critique of historical and contemporary practice/s that resonate with students' personal intent.

Building research skills and working with academic texts, diverse source materials, and fine art artefacts will help students refine the research questions relevant to their practical concerns – and understand the relationship between theory/practice.

Students' confidence and competency in self-motivated and managed practice and/or research will be expanded through introduction to strategies that encourage professional time and resource management.

Throughout the module, students will be encouraged to experiment with methods, processes, and technologies through a culture of inquiry.

The module embeds EDI principles, by (a) using a range of teaching and

communication methods (verbal, visual, audio, discussion, interactive and practical tasks), (b) including the history of the disciplines, with consideration of historic instances of injustice and how the disciplines are/should respond to these, (c) enabling students to approach tasks using their previous experience, to decolonise the curriculum, and push the discipline, (d) seeking ethical approval, animal welfare, and preparing content warnings.

The module embeds sustainability (aligning with the UN goals) by supporting students to recognise global issues and considering their role in addressing them.

The module supports students' digital literacy by encouraging appropriate use of technologies for the creation and dissemination of work.

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

**Teaching and learning methods:** This module employs a variety of teaching and learning methods to facilitate all students to develop an individual practice of inquiry, effectively positioned within relevant contemporary discourses. Teaching and learning methods are intended to develop agency, ambition and criticality, enabling students, on completion, to demonstrate a disciplinary-appropriate understanding of contemporary practices, and articulate their own positionality and aspirational intent within this context. Learning types typically important to progress against the module learning outcomes include Acquisition; Investigation; Practice; and Production, although aspects of Discussion and Collaboration are also likely to be encountered.

Acquisition involves reading, visits to relevant external partners and institutions, and seminars designed to build knowledge. Investigation/Inquiry includes practice as research, applied critical reflection, and driving students to explore and understand the broader context of their practice and their agency. Practical learning is supported through workshops, providing hands-on experience. Production focuses on the creation of artistic or conceptual products, allowing students to apply their learning. Production processes may be linear, iterative, or rhizomatic in form.

Collaboration is fostered through enabling students to work together, and collectively review their progress to gain new insights and develop personal ideas. Discussion is facilitated via group critiques and textual discussions, promoting critical thinking and feedback exchange. Individual tutorials will also allow for discussion on practical and conceptual development.

Teaching and learning methods will vary dependant on students' discipline. Curators might typically spend more time undertaking investigative research into the historical and contemporary practices that define discourse in gallery and museum contexts. Fine Artists might typically spend more time learning through the development of personal practices of production. Photographers and Printmakers might typically associate development against the learning outcomes primarily with process learning explored in practical workshops. It would be expected that all students move beyond typical learning practices according to their personal requirements, benefiting from the blended delivery of the module's curriculum; i.e. a curriculum with both collective and specialist disciplinary content.

These methods aim to enhance students' critical understanding of context, research skills, and management of experimental development, preparing them to produce a conceptually and materially coherent practice.

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

**MO1** Develop critical understanding of historical and contemporary practices and ideas relevant to the discipline of the student's degree title.

**MO2** Apply research skills to formulate specific questions appropriate to creative inquiry.

**MO3** Demonstrate agency through self-motivated strategic management of resources, time, and personal development.

**MO4** Experiment with specialist methods, processes, and technologies appropriate to producing a conceptually and materially coherent practice.

**Hours to be allocated:** 450

**Contact hours:**

Independent study/self-guided study = 342 hours

Face-to-face learning = 108 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://readinglists.uwe.ac.uk) via the following link

<https://rl.talis.com/3/uwe/lists/907CCE0E-5A31-83AA-3BCB-866CD3CD0D75.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** Formative assessment during the delivery of this module will be available in a number of formats which may include: one-to-one tutorials; group crits; submission of work in progress; and peer review.

Summative assessment has been designed to map to the Module Learning Outcomes, with criterion and benchmark descriptors drawn from these directly.

The Written Assignment delivered as Task 1 evidences the students' critical understanding of relevant historical and contemporary practices and ideas within their own disciplinary context. This will enable them, in turn, to demonstrate how effective contextual research has helped them to develop the specific questions that guide their own creative inquiry. This 2500-word assignment provides an opportunity for students to articulate their informed opinions, critical judgements, research ideas, and personal reflections clearly and effectively. Further details on format and guidance are specified in the assessment brief.

Task 2 requires a Portfolio submission; a comprehensive collection of work that showcases the students' ability to strategically manage their time and resource while developing their own conceptually and materially coherent practice. The Portfolio will contain elements appropriate to their discipline of study, as specified in the assessment brief.

The personal, reflective, and creative character of the assessment task will help

ensure students do not commit an intentional or unintentional assessment offence, including plagiarism.

**Assessment tasks:**

**Written Assignment (First Sit)**

Description: A critical written submission (2500 words)

Weighting: 30 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

**Portfolio (First Sit)**

Description: Portfolio

Weighting: 70 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

**Written Assignment (Resit)**

Description: A critical written submission (2500 words)

Weighting: 30 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

**Portfolio (Resit)**

Description: Portfolio

Weighting: 70 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Fine Art [Arnolfini] MA 2025-26

Fine Art: Curating [Arnolfini] MA 2025-26

Fine Art: Printmaking [Arnolfini] MA 2025-26

Fine Art: Photography MA 2025-26