Module Specification

Consolidating Practice

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Contents

Part 1: Information

Module title: Consolidating Practice

Module code: UAAB6E-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 Consolidating Practice module enables all students to advance practice through professional, creative, and/or material development. Refinement of skills and understanding will culminate in realisation of a robust outcome and a considered proposal for further inquiry.

Features: Not applicable

Educational aims: This module priorities the School of Arts postgraduate attributes of Agility, Ambition and Citizenship. It has been designed with the following educational aims in mind:

Supporting students to develop informed personal perspectives on historical and/or contemporary discourse

Encouraging students to constructively communicate; to discuss their positionality across diverse communities of interdisciplinary practice

Developing students' skills and understanding of (and through) iteration, experimentation, and research

Facilitating critical consideration of principal stakeholders and actors in relation to students' practice; subject and/or material, process, audience, market etc.

Supporting students in refining a conceptually coherent body of work, and a proposal for further inquiry

Outline syllabus: The curriculum content of this module is designed to allow students opportunity to develop critical positions within historical and contemporary fine art practices and ideas. Within this, they will build understanding of principal stakeholders and relevant actors in fine art, curatorial, photographic, and/or printmaking practices, and their associated influence, impact, and agency.

The module will provide structure and models to support students' independent iterative experimentation and/or sustained research, and where practicable, access to resources and expertise to assist in the development of disciplinary skill and understanding. Encouraging an open community of constructive dialogue, the module aims to provide effective conditions for students' creative development and project progression.

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 discipline is/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. Students are encouraged to use materials with an ethical and sustainable ethos.

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 enable all students to advance their disciplinary practice through professional, creative, and/or material development. Teaching and learning methods are intended to develop agility, ambition and citizenship, enabling students, on completion, to realise a robust, creative, and personal outcome and a considered proposal for further inquiry. Learning types typically important to progress against the module learning outcomes include Investigation; Discussion; Practice and Production, although aspects of Acquisition and Collaboration are also likely to be encountered.

Investigation/Inquiry includes practice as research, applied critical reflection, and encouraging students to explore and understand the broader context of their practice and their agency. In the context of this module, discussion could be conceptualised as students making progress in recursive dialogue with their materials, content, or lines of inquiry. Discussion is also facilitated via group critiques, individual tutorials, and textual discussions, promoting critical thinking and feedback exchange. Practical learning is supported through workshops, providing hands-on experience. Production focuses on the creation of artistic or conceptual products or projects, allowing

students to apply their learning. Production processes may be linear, iterative, or rhizomatic in form.

Acquisition involves reading, visits to relevant external partners and institutions, and seminars designed to build knowledge. Collaboration is fostered through research and enabling students to work together to gain insights and develop ideas.

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 collectively aim to enhance students' skills in articulating a critical position, iterative experimentation and/or sustained research, and understanding of relational dynamics within their practice, preparing them to realise ambitious outcomes and proposals for further inquiry.

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

> **MO1** Evidence knowledge of historical and/or contemporary fine art discourse through effective communication of an evolving critical perspective.

> **MO2** Sharpen technical and conceptual skills and understanding through iterative experimentation (and/or sustained research).

> **MO3** Articulate sophisticated interpretations of the dynamic professional, creative, and/or material relationships within their practice.

MO4 Realise and present a coherent, creative project or body of work, alongside a proposal for sequential inquiry relevant to the discipline of the student's degree title.

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 via the following link https://rl.talis.com/3/uwe/lists/7BDA057B-A69D-2DE3-9453-7051823F10E7.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 samples; and peer or tutor review.

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

The Presentation delivered as Task 1 evidences the students' ability to respond to historical and/or contemporary fine art discourse through effective communication of their evolving critical position. This 10-minute presentation provides an opportunity for students to articulate their research, positionality, practice, and 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 refine their skills and understanding through translation of iterative experimentation (and/or sustained research) into a consolidated concept. Offering robust interpretations of dynamic professional,

creative, and/or material relationships within their practice, students will present a creative project or body of work, and a proposal for further inquiry. 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:

Presentation (First Sit)
Description: 10-minute presentation.
Weighting: 30 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1

Portfolio (First Sit)
Description: Portfolio
Weighting: 70 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO2, MO3, MO4

Presentation (Resit)
Description: 10-minute presentation.
Weighting: 30 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1

Portfolio (Resit)
Description: Portfolio

Weighting: 70 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, 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