



Module Specification

Critical Collaboration

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Part 1: Information

Module title: Critical Collaboration

Module code: UPCB69-15-M

Level: Level 7

For implementation from: 2025-26

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: CULTURAL INDUSTRIES

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: Through proactive peer collaboration, the Critical Collaboration module empowers students to capably explore and connect arts research and discourse; resulting in the presentation of bold, change-making creative proposals.

Features: Not applicable

Educational aims: This module priorities the School of Arts postgraduate attributes of Agility; Criticality; and Citizenship. It has been designed to deliver the following

educational aims:

Support students to establish and refine a research literacy; confident in critically seeking, questioning, and contextualising literature and opinion relevant to their intent.

Expand students' understanding of diverse socio-cultural and ecological positions, the underpinning evidence and arguments, and the value of situating creative practice within contemporary debate.

Encourage a culture of effective collaboration across an interdisciplinary community; promoting proactive, socially-aware, participation.

Develop students' confidence to articulate radically creative propositions for probable, preferable, and possible futures.

Outline syllabus: The curriculum content of this module facilitates students to build understanding of critical analytical processes and their capacity to securely evaluate sources, in part through review of research methods and data collection practices.

Students will brainstorm and conceptualise ideas in novel ways to underpin innovative suggestion for creative projects. Extending learning in their subject specialism supports this ideation, and interdisciplinary peer interaction expands the boundaries of their collective thematic investigations. Curriculum has been designed to engender a collaborative community of postgraduate practice, establishing specific roles and responsibilities for all participants.

In sharing ideas, students develop storytelling skills for impactful communication and presentation.

The module embeds EDI principles, by (a) using a range of teaching and communication methods (verbal, visual, audio, discussion, interactive and practical tasks), (b) enabling students to approach tasks using their previous experience, to decolonise the curriculum and (c) building a sense of belonging to support and share

EDI group work principles (including Bring in Belbin: 9 team roles, and Tuckman: Forming, Storming, Norming, Performing model).

The module embeds sustainability by supporting students to recognise global issues and considering their role in addressing them. All project themes will be mapped to one or more of the UN sustainability goals.

The module supports students' digital literacy by encouraging appropriate use of technologies for the creation and dissemination of work. Exposure to, and collaboration with, specialist research centres with digital expertise will foreground technological thinking.

Part 3: Teaching and learning methods

Teaching and learning methods: This module is formal opportunity for students to experience interdisciplinary collaboration with peers from across the School of Arts' taught postgraduate community. Teaching and learning methods are intended to develop agility; criticality; and citizenship, enabling students, on completion, to evidence a research-informed, collaborative, capacity to their creative practice. Learning types typically important to progress against the module learning outcomes include Collaboration; Discussion; and Investigation, although aspects of Acquisition; Practice; and Production are also likely to be encountered.

Where lecture and/or seminar activity is included in the module teaching methods, these are used as opportunity to introduce thematic concepts and understanding of collaborative processes. Some teaching activity can take place within the School of Arts' research centres and groups, or in collaboration with external partners.

Students will be expected to make active contribution to work developed within an interdisciplinary group. Group tutorials with academic and/or research staff are designed to steer group work in productive directions, and provide contemporary insight into themes being explored. Students will be directed to readings and other resources relevant to their developing project.

The module concludes with opportunity for students to share their work with peers, teaching and learning with and from one another.

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

MO1 Demonstrate research literacy; seeking out, questioning, and contextualising contemporary socio-cultural and/or ecological positions, to inform an innovative, creative discourse.

MO2 Collaborate as a proactive member of an interdisciplinary community, to effectively articulate creative practice as a catalyst for change.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/99E06749-7228-732C-32DE-30E2A69D322B.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/99E06749-7228-732C-32DE-30E2A69D322B.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: Formative assessment during the delivery of this module is made available to students in a number of formats, likely to include group crits 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 format of the assessment task provides immediate evidence of students' capacity to empathetically collaborate through the sharing of their collective ideas. The content students' share will evidence the research literacy, contextual understanding, and novel ideation achieved by each group. Targeted questioning facilitates individual students to demonstrate their personal capacity to articulate a creative practice as

catalyst for change.

The School of Arts' postgraduate programmes all promote research literacy and interdisciplinary collaboration. Working collectively (across programmes) to prepare and deliver a group presentation is an authentic means by which to acquire these attributes, and is a task directly relevant to professional activity in the creative industries.

At summative assessment, a pass or fail grade is allocated to individual students on the basis of their contribution to the group presentation and capacity to answer targeted questions posed by assessors. At referral, marks are allocated to individual students based on their presentation alone.

The collaborative and creative character of the assessment task mitigates against students' capacity for intentional or unintentional assessment offence, including plagiarism.

Assessment tasks:

Presentation (First Sit)

Description: Group Presentation - 20 mins and Q&A - 10 mins.

Weighting: 100 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO1, MO2

Presentation (Resit)

Description: Pre-recorded, individual presentation - 8 minutes - including reflection on collaborative working.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Animation [Bower] MA 2025-26

Design Communication: Fashion Photography [Arnolfini] MA 2025-26

Design Communication: Graphic Design [Arnolfini] MA 2025-26

Design Communication: Illustration [Arnolfini] MA 2025-26

Designer / Maker [Bower] MA 2025-26

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

Journalism [Bower] MA 2025-26

Filmmaking [Bower] MA 2025-26

Filmmaking: Immersive Arts MA 2025-26

Wildlife Filmmaking [Bower] MA 2025-26