

CORPORATE AND ACADEMIC SERVICES


MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Creative Analysis | | | | |
| Module Code | UA1APS-15-2 | Level | 2 | Version | 1.1 |
| Owning Faculty | ACE | Field | Visual Culture | | |
| Contributes towards | BA (Hons) Drawing & Applied Arts BA (Hons) Fashion Design BA (Hons) Fine Art BA (Hons) Art & Visual Culture BA (Hons) Graphic Design BA (Hons) Illustration BA (Hons) Photography BA (Hons) Animation BA (Hons) Filmmaking and Creative Media BA (Hons) Fashion Communication | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Project |
| Pre-requisites | | | Co- requisites | | |
| Excluded Combinations | | | Module Entry requirements | | |
| Valid From | September 2013 | | Valid to | | |

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| CAP Approval Date | |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Familiarity with a range of contemporary cultural, historical and industrial contexts for creative practice; 2. Analysis and critical evaluation of contemporary art, media or design practices in their contemporary contexts; 3. Awareness of critical debates and issues in contemporary art, media and design practice; 4. Reflection on the relationship of the student's experience and practice to contemporary debates and issues; 5. The development of an argument or analysis supported by appropriate research; |

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| | <ol style="list-style-type: none"> 6. The ability to identify and use appropriate online and print research material; 7. familiarity with a range of research methods and approaches to researching art, media, design and related subjects from which level 3 projects can emerge; 8. The ability to structure and present research findings and arguments, through written work and appropriate audio-visual materials, using appropriate scholarly conventions. <p>All assessed through component A.</p> |
| Syllabus Outline | <p>This module asks students to locate their experience and practice in the context of debates and issues that have been articulated around contemporary art, media and design.</p> <p>The module introduces students to a series of histories, intellectual frameworks and practices organised into a number of cross-disciplinary 'strands'. These might include for example, Image & Identity, Tastes & Values, Things, and Contemporary Screen Cultures. Each strand consists of a lecture programme that provides grounding in relevant literature, historical precedents, contemporary debates and possibilities for future research. The choice of strands, and lectures within them, aims to reflect the diversity of student interests and aspirations, and specifically addresses cross-disciplinary knowledges.</p> <p>Students are encouraged to reflect on their own practices and interests (and those of others) in relation to the areas of study introduced on the strands. The matrix of lectures also enables students to look 'across' strands to develop their own interests. Students choose from the strands on offer and can either follow one all the way through or swap between them. They are encouraged to take ownership of their area of study in preparation for level 3 study. Students are expected to actively engage in peer-to-peer discussion, student-led research tasks and small and large group discussion in response to the materials presented and developed through individual study. Participation in these learning experiences (face to face and/or virtually) is core to the ethos of, and assessment strategy for the module.</p> |
| Contact Hours | <p>Students can expect a total of 36 hours scheduled contact time for this module. This includes lectures, seminars, workshops, fieldwork and tutorials</p> <p>Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means.</p> |
| Teaching and Learning Methods | <p>Students are attached to cross-disciplinary seminar groups during which they are encouraged to explore the position of their own practices (and those of others) in relation to the debates introduced on the strands. Seminars are also used to practice research skills, often in small groups. Workshops cover advice about essay preparation (research, writing and interpreting essay questions) and strand content and literature. Students also receive support with their individual essay topic via small group tutorials, before which they are asked to submit research proposals. They are also advised about their options for level 3 study.</p> <p>All students are encouraged to use online support materials (on Blackboard). Each strand has an online presence including lecture outlines, audio recordings and PowerPoint's of lectures, and digitised preparatory readings. There are also online support materials about the assignment, reading strategies, timetable, advice on written work, referencing and bibliographies.</p> <p>Distance learning students (outgoing exchange and work placement) are expected to attend taught sessions while they are on-site and make use of online learning materials while off-site.</p> |

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| | Email tutorial support is provided for off-site distance learning students. Outgoing exchange students are given additional learning materials which support them to specifically relate their exchange experience to their assignment, and a reading guide to assist with this. | | | | | | | | | | | | | | | | | | | | | | |
| Key Information Sets Information | Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | | |
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| | Number of credits for this module | | | | 15 | | | | | | | | | | | | | | | | | | |
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| | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | | | | | | | | | | | | | | | | | |
| | 150 | 36 | 114 | | 150 |  | | | | | | | | | | | | | | | | | |
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| | The table below indicates as a percentage the total assessment of the module which constitutes a - | | | | | | | | | | | | | | | | | | | | | | |
| | Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam | | | | | | | | | | | | | | | | | | | | | | |
| | Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: | | | | | | | | | | | | | | | | | | | | | | |
| | <table><tr><td>Total assessment of the module:</td><td></td><td></td></tr><tr><td colspan="3"></td></tr><tr><td>Written exam assessment percentage</td><td></td><td></td></tr><tr><td>Coursework assessment percentage</td><td></td><td>100%</td></tr><tr><td>Practical exam assessment percentage</td><td></td><td></td></tr><tr><td colspan="2"></td><td>100%</td></tr></table> | | | | | Total assessment of the module: | | | | | | Written exam assessment percentage | | | Coursework assessment percentage | | 100% | Practical exam assessment percentage | | | | | 100% |
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| Written exam assessment percentage | | | | | | | | | | | | | | | | | | | | | | | |
| Coursework assessment percentage | | 100% | | | | | | | | | | | | | | | | | | | | | |
| Practical exam assessment percentage | | | | | | | | | | | | | | | | | | | | | | | |
| | | 100% | | | | | | | | | | | | | | | | | | | | | |
| Reading Strategy | <p>Students are provided with key readings relating to specific lectures through Blackboard. Suggestions for further reading relating to each lecture, and recommended texts by programme are listed on Blackboard.</p> <p>Students are also directed to the library resources, given guidance on relevant books and journals and encouraged to use the electronic search functions to access journal and other material, which they can do both on and off-site.</p> <p>The currency of information may wane during the life span of the specification, consequently current advice on readings will be available through more frequently updated mechanisms such as the handbook and intranet, these will be revised annually.</p> <p>Outgoing exchange students are given a reading guide specific to their needs in addition to the strand-related readings outlined above.</p> | | | | | | | | | | | | | | | | | | | | | | |
| Indicative Reading List | Candlin, F. & Guins, R. (2009) <i>The Object Reader</i> , New York: Routledge | | | | | | | | | | | | | | | | | | | | | | |

- Hall, S. (1997), *Representation: Cultural Representations and Signifying Practices*, London: Sage
- Hawkins, G. (2005), *New Keywords: A Revised Vocabulary of Culture and Society*, Blackwell
- Jenkins, H. (2006), *Convergence Culture: Where Old and New Media Collide*, New York & London: New York University Press
- Julier, Guy (2008) *The Culture of Design*, London: SAGE
- Jones, A. (2003), *The Feminism and Visual Culture Reader*, London: Routledge
- Kocur, Z. & Leung, S. (2012), *Theory in Contemporary Art Since 1985*, London: Wiley-Blackwell
- Maxwell, R. & Miller, T. (2012), *Greening the Media*, Oxford: Oxford University Press
- Mirzoeff, M. (1998), *Visual Culture Reader*, London: Routledge

Part 3: Assessment

Assessment Strategy

Assessment strategies within the programme that this module contributes to reflect the Faculty of Art, Creative Industries and Education's philosophy which considers assessment to be part of the learning process.

Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements and to support the monitoring of progress by tutors and students. Assessment methods used are varied, are relevant in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers.

The principle of 'learning through making' is core to learning strategies in the Department of Creative Industries – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas.

At assessment, therefore, students are expected to present evidence of work which demonstrates engagement with the minimum number of learning hours for the module (contact and independent study hours).

Forms of assessment used as part of the overall programme include:

- Presentation and participation in studio-critique
- Poster presentation
- Group and individual visual presentations
- Group and individual verbal presentations
- Written Assignments – forms of writing relevant to the creative industries, including academic/essay and industry focused/report writing
- Group critiques
- Peer and self-assessment

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| | <p>Evaluative and reflective outcomes, including visual, verbal and written</p> <p>Formative and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this.</p> <p>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.</p> |
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| Identify final assessment component and element | Body of work | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100% | |

| First Sit | |
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| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
| Body of work including written essay or equivalent (2,000 words) | 100% |
| Component B Description of each element | Element weighting (as % of component) |
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| Resit (further attendance at taught classes is not required) | |
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| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
| Body of work including written essay or equivalent (2,000 words) | 100% |
| Component B Description of each element | Element weighting (as % of component) |
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If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.