



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Preparation for Extended Study In Art and Visual Culture				
Module Code	UAAARP-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	Art		
Contributes towards	BA (Hons) Art and Visual Culture				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2013	Valid to	September 2019		

<b>CAP Approval Date</b>	26 March 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Collate, analyse and critically reflect on research from a range of sources appropriate to individual research interests</li> <li>2. Contextualise their practice within the wider context of the Creative Industries</li> <li>3. Negotiate a draft text for study based on the identification and articulation of individual interests, technical specialisms and relevant Fine Art discourses</li> <li>4. Demonstrate the implementation of a creative methodology in the development of a body of work</li> <li>5. Apply and develop their expertise in relation to their individual technical specialism/s</li> <li>6. Demonstrate the ability to generate, develop and resolve ideas for an individually negotiated professional context</li> <li>7. Manage their own learning and access an appropriate range of resources to achieve this</li> <li>8. Professionally communicate their ideas; visually, verbally and/or in writing</li> </ol> <p>All assessed through Component A.</p>

Syllabus Outline	<p>This module is designed to give students the opportunity to define a short programme of study on a self-initiated basis in preparation for a major 60 credit module of self-directed study. Students learn through experience how to identify and articulate personal aims and how to plan and manage a period of self-directed work. It also requires students to focus on the relationship of their art/design/media interests to individual career aspirations.</p> <p>The emphasis of the module is upon the further development and evaluation of a personal art/design/media methodology and the contextualisation of their practice within the creative and/or cultural industries through the production of artefacts/artworks and a related text.</p> <p>Students initiate their own brief/s. Their choices and programme of study in the module is negotiated with tutors and the module leader according to the requirements of the learning outcomes and assessment criteria. This is done through the development of a draft text or abstract generated by the student with staff guidance.</p> <p>At this level, students are expected to demonstrate competence in the use and application of appropriate processes and techniques in the development and realisation of their ideas and knowledge of discourses relevant to their studio practice. During this module they have the opportunity to further refine these skills, to develop technical expertise and conceptual understanding through the development and testing of prototypes / samples.</p> <p>For assessment, students are required to present their draft text (1,500 words or equivalent alternative submission with associated bibliography), and a body of developmental work, supporting materials and research.</p> <p>This, along with a 'live' evaluation of the work (as part of a summative critique) enable the student to analyse the outcome of the module in relation to the initial proposal of work, and to use this to begin to identify, in discussion with tutors, a programme of work for the subsequent 60 credit module, Extended Study in Art and Visual Culture, which aims to showcase their strengths in Fine Art practice.</p>
Contact Hours	<ul style="list-style-type: none"> <li>• Students can expect a total of <b>72</b> hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, group critiques, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision.</li> <li>• 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. It can also take place in a work-based setting.</li> </ul>
Teaching and Learning Methods	<p>The teaching and learning methods of this module are aimed at supporting the student in developing a personal creative methodology in relation to professional contemporary Fine Art practices. Students are expected to develop a draft text based on their individual research interests. This is developed and negotiated through group seminars, and group / individual tutorials. Progress is monitored through regular group tutorials that also serve to offer interim goals to support students' progress and time management, and studio practice presentations that monitor student progress and enable professional communication of ideas. Students are expected to contextualise their practice within relevant creative industries and critical contexts throughout the module; this is supported by the focus of group tutorials and through attendance at lectures by visiting practitioners.</p>

Students are fully supported in accessing faculty Technical Centres and workshops to further develop their practical skills and realise their work. Specific technical workshops will be organised by the module leader according to the needs of the student group. Students are also expected to negotiate their own access to these centres as part of the planning and proposal process.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, workshops; external visits, supervised time in studio/workshop.

**Independent learning** includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

Key Information Sets Information

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228		300



The table below indicates as a percentage the total assessment of the module which constitutes **coursework**.

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:

Total assessment of the module:	
Written exam assessment percentage	
Coursework assessment percentage	100%
Practical exam assessment percentage	
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online.

Any essential reading is available in the Bower Ashton Library and will be indicated clearly in the module brief. 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.

Under the university's Copyright Licensing Agency (CLA) permit, reading packs with relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module. Text excerpts from books published in the UK may also be available via UWE Online Digital Collections, where permissible, during the module period.

Indicative Reading List

**Essential Reading:**

Fusco, M., (2010) *Say Who I Am / Or a Broad Private Wink* ;  
 In: Khonsari, J. and O'Brien, M. eds. (2010) *Judgement and Contemporary Art Criticism*  
 Vancouver: Artspeak and Phillip editions, pp.73-80

**Further Reading:**

Berardi, F. (2012 transl.) *The Uprising / On Poetry and Finance* Los Angeles:

Semiotext(e)

Diederichsen, D. (2008) *On (Surplus) Value in Art* Berlin: Sternberg Press

Esche, C (2008) *Art and Social Change – A Critical Reader* London: Tate

Fraser, A. (2005) *From the Critique of Institutions to an Institution of Critique* New York: Artforum Sep 2005. Vol. 44, Iss. 1; pp.278-286

Kant, I. (1764/1961 transl) *Observations on the Feeling of the Beautiful and the Sublime* Berkeley: University of California Press

Krauss, R. (1985) *The Originality of the Avantgarde and Other Myths* Cambridge MA: MIT Press

Lewitt, S. (2006) *0 to 9 (Lost Literature)* New York NY: Ugly Duckling Presse

Obrist, U. (2008) *A Brief History of Curating* Zurich: RRP Ringier

Ranciere, J. (2004) *The politics of Aesthetics* New York: Continuum

Vidokle, A. (2009) *Produce, Distribute, Discuss, Repeat* Berlin: Sternberg Press

**Websites:**

Listings:

[www.newexhibitions.com](http://www.newexhibitions.com)

<http://www.e-flux.com/>

[www.artupdate.com/](http://www.artupdate.com/)

Opportunities, Professional Advice:

[www.artscouncil.org.uk](http://www.artscouncil.org.uk)

[www.britcoun.org.uk](http://www.britcoun.org.uk)

<http://www.artquest.org.uk/artlaw>

Periodicals:

[www.a-n.co.uk](http://www.a-n.co.uk).

<http://www.parkettart.com>

<http://www.frieze.com/magazine/>

Arts Organisations:

<http://www.diacenter.org>

[www.artangel.org.uk](http://www.artangel.org.uk)

[www.lux.org.uk](http://www.lux.org.uk)

Resources:

[www.ubuweb.com](http://www.ubuweb.com)

[www.artincontext.org](http://www.artincontext.org)

<http://www.bookworks.org.uk/>

<http://www.unitednationsplaza.org/>

### 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
- Evaluative and reflective outcomes, including visual, verbal and written

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.

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.

Identify final assessment component and element	<b>Body of developmental work and text</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
Body of developmental work, draft text, supporting materials, research, summative critique	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
Body of developmental work, draft text, supporting materials, research, evaluative statement	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	