



## **Module Specification**

### **Negotiated Presentation with Reflective Statement 3**

Version: 2023-24, v2.0, 19 Dec 2022

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## Part 1: Information

**Module title:** Negotiated Presentation with Reflective Statement 3

**Module code:** UA1ASH-10-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 10

**ECTS credit rating:** 5

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Art & Design

**Partner institutions:** None

**Delivery locations:** Bower Ashton Campus

**Field:** Visual Culture

**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:** This module enables students to consolidate their knowledge and understanding of the different ways to present to an audience. The module explores the importance of research and professional presentation skills for students in support of their area of creative practice, and professional ambitions.

**Features:** Not applicable

**Educational aims:** The module is designed to enable students to refine their professional presentation techniques and prepare them for presentations in the employment market.

**Outline syllabus:** Delivery is focused upon the refinement of research skills, the analysis of information and application of this in presentations.

Students are required to present reflections on one live brief, collaboration, professional application, or post graduate study application.

The material and activities introduced in the module will enable students to develop a range of knowledge and skills required to support the development of their presentation skills. It will introduce students to ways of presenting to different audiences and help them to develop this key transferable skill.

Workshop exercises and seminars will introduce students to a range of research sources (including such things as: library resources / on-line resources and / exhibitions / events / case studies / publications) to demonstrate a diversity of approaches to research and presentation skills within their area of creative practice.

Students will be asked to look at different professional approaches to presentation in relation to their subject area. These findings will be evidenced in a visual presentation in a summative group tutorial.

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

**Teaching and learning methods:** Group seminars introduce presentation techniques to be considered. These offer examples and critiques of existing presentation practice.

Students are supported to consolidate their understanding and methods of effective research and preparation of materials for professional presentations.

Group tutorials are used to monitor and support progress. In presenting their research findings students are encouraged to engage in discussion and debate.

Students produce a Presentation file. It provides a place for students to collate and reflect on the presentation styles and materials they are being introduced to through the module. The Presentation File may be submitted as an online presence (i.e. blog or website).

The Presentation File will support the production of a visual presentation to a small group of peers and staff.

Students will prepare a Reflective Statement, they will negotiate the subject of the statement which may include; reflections on one live brief, collaboration, professional application, or post graduate study application.

Scheduled learning includes seminars, tutorials, practical classes and workshops.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

Students can expect a total of 24 hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, group critiques, and seminars.

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.

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

**MO1** Research and analyse sources of information relevant to the further development of their practice and their ambitions towards identified roles and

activities involved in their subject area and the opportunities for employment within them

**MO2** Apply a diverse range of methods for investigating and recording source material

**MO3** Apply creative, enterprise and professional skills in communicating effectively with a target audience

**MO4** Present themselves and their work in a professional and coherent manner

**MO5** Evaluate, review and critically reflect on their own work, and the work of others in relation to professional standards and presentation techniques

**Hours to be allocated:** 100

**Contact hours:**

Independent study/self-guided study = 76 hours

Face-to-face learning = 24 hours

Total = 100

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

## **Part 4: 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.

**Assessment components:**

**Written Assignment (First Sit)**

Description: Extended reflective statement on one live brief, collaboration, professional application, post graduate study application

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Portfolio (First Sit)**

Description: Presentation File and Participation in Presentation

Weighting: 80 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Written Assignment (Resit)**

Description: Extended reflective statement on one live brief, collaboration, professional application, post graduate study application

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Portfolio (Resit)**

Description: Presentation File and Participation in Presentation

Weighting: 80 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

## Part 5: Contributes towards

This module contributes towards the following programmes of study:

Graphic Design [Sep][FT][Arnolfini][3yrs] BA (Hons) 2021-22

Illustration [Sep][FT][Bower][3yrs] BA (Hons) 2021-22

Fine Art [Sep][FT][Bower][3yrs] BA (Hons) 2021-22

Art and Writing [Sep][FT][Bower][3yrs] BA (Hons) 2021-22

Fine Art (International) {Foundation} [Sep][FT][Bower][4yrs] BA (Hons) 2020-21

Fine Art {Foundation} [Sep][FT][Bower][4yrs] BA (Hons) 2020-21

Art and Writing {Foundation} [Sep][FT][Bower][4yrs] BA (Hons) 2020-21

Graphic Design {Foundation} [Sep][FT][Arnolfini][4yrs] BA (Hons) 2020-21

Illustration {Foundation} [Sep][FT][Bower][4yrs] BA (Hons) 2020-21

Art and Visual Culture [Sep][PT][Bower][6yrs] BA (Hons) 2019-20

Fine Art [Sep][PT][Bower][6yrs] BA (Hons) 2019-20

Graphic Design [Sep][PT][Arnolfini][6yrs] BA (Hons) 2019-20

Illustration [Sep][PT][Bower][6yrs] BA (Hons) 2019-20

Drawing and Print [Sep][PT][Bower][6yrs] BA (Hons) 2019-20

Graphic Design [Sep][PT][Arnolfini][6yrs] BA (Hons) 2018-19

Illustration [Sep][PT][Bower][6yrs] BA (Hons) 2018-19

Drawing and Print [Sep][PT][Bower][6yrs] BA (Hons) 2018-19

Fine Art [Sep][PT][Bower][6yrs] BA (Hons) 2018-19

Art and Visual Culture [Sep][PT][Bower][6yrs] BA (Hons) 2018-19



