University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Negotiated Presentation with Reflective Statement 3				
Module Code	UA1ASH-10-3	Level	3	Version	1
Owning Faculty	ACE	Field	Art and Design, Lens and Moving Image		
Contributes towards	BA Hons Animation, BA Hons Illustration, BA Hons Graphic Design, BA Hons Photography, BA Hons Fashion, BA Hons Drawing and Applied Arts, BA Hons Fine Art, BA Hons Art and Visual Culture, BA Hons Filmmaking and Creative Media				
UWE Credit Rating	10	ECTS Credit Rating		Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	12/11/13

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. 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; 2. Apply a diverse range of methods for investigating and recording source material; 3. Apply creative, enterprise and professional skills in communicating effectively with a target audience; 4. Present themselves and their work in a professional and coherent manner;5. Evaluate, review and critically reflect on their own work, and the work of others in relation to professional standards and presentation techniques. All assessed through Component A
Syllabus Outline	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. Delivery is focused upon the refinement of research skills, the analysis of information and application of this in presentations. It is designed to enable students to refine their professional presentation techniques and prepare them for presentations in the employment market. 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.
Contact Hours	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.

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.

Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are

interested in applying for.

The table below indicates as a percentage the total assessment of the module which constitutes a -

Key Information Set - Module data					
Number of credits for this module				10	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
100	24	76		100	✅

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:

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

Bayley, S. (2008**)** *Don't Start Work Without It Life's a pitch: how to sell yourself and your brilliant ideas***.** Corgie

Shaughnessy, A. (2006) *Look at This: Contemporary Brochures, Catalogues and Documents.* Lawrence King.
Witham, S. (2005) *Festive Graphics: The Art & Design of Self Promotion.* Hove: Rotovision.

	Futher Reading Heller, S & Womack, D. (2007) *Becoming a Digital Designer.* New York: Wiley. Heller, S & Womack, D. (2007) *The Design Entrepreneur.* Gloucester, Massachusetts: Rockport. Witham, S. (2007*) Print and Production Processes for Promotional Items.* Hove: Rotovision. **Suggested sites: University** UWE Library iSkillZone http://iskillzone.uwe.ac.uk/

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	**Presentation File**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation File and Participation in Presentation	80
2. Extended reflective statement on one live brief, collaboration, professional application, post graduate study application	20

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation File and Hard copy of Presentation materials/ Video Presentation	80
2. Extended reflective statement on one live brief, collaboration, professional application, post graduate study application	20
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.	