Module Specification

Core Studies in Art, Media and Design

Version: 2025-26, v2.0, Approved

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Part 1: Information

Module title: Core Studies in Art, Media and Design

Module code: UAAAFT-30-0

Level: Level 3

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: Art

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 has been designed to provide a supportive induction into university. The focus is on active and playful engagement with core creative tools, processes and equipment (traditional, digital and virtual)
with structures in place to guide and support new students as they move into higher education learning environments and cultures.

Features: Not applicable

Educational aims: The core aim of this module is to provide an inclusive, well-scaffolded and highly supported learning environment which encourages new creative learners to experiment, take risks and try new things. Students are supported in meeting the learning outcomes through clearly structured "tasks" offering multiple opportunities to meet each outcome. Creative skills are delivered through a blended mix of lecture, technical/process-based workshop instruction and supported studio making/production. A wide range of resources and creative making approaches will be introduced, and students will be prompted to consider how new sources of inspiration and influence can inform and extend themes, ideas and concepts.

Outline syllabus: There is an emphasis upon questioning, exploring and contextualising ideas through the experience of making and encountering images/objects.
Through supported and active experimentation and investigation, students will be guided in the use and manipulation of basic creative materials, tools and technologies (traditional, digital and virtual).
Students will be prompted to document their practical making, with aligned reflective and evaluative tasks to introduce analysis and critical thinking in a supported and scaffolded way. Multiple opportunities to seek advice and guidance will be offered, with a strong emphasis on how to engage with and access key university support structures (e.g. wellbeing, disability, academic support)

Part 3: Teaching and learning methods

Teaching and learning methods: The teaching will be delivered through four structured and playful "project briefs" with associated tasks prompting some independent research, response and documentation.

Projects have been developed to introduce skills and understanding central to all destination programme disciplines and will be delivered in an organic and blended way through lectures, discussions, demonstrations, technical instruction and review/critique opportunities.

All teaching is situated in an interdisciplinary studio environment, using a varied range of teaching methods to frame and facilitate a practice led experience to maximise engagement and inclusivity (Demonstration, technical instruction, discussion, provocation, lecture and coaching activity)

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

MO1 Identify new sources of information and consider how they might align to idea development.

MO2 Use creative tools, materials and equipment safely, effectively and appropriately.

MO3 Reflect on your own work to identify personal resonances and develop a critical voice.

MO4 Present visual and written work effectively using appropriate media, platforms and tools.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

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

Part 4: Assessment

Assessment strategy: Formative feedback will be on-going and will form an integral part of group critiques and 1:1 progress tutorials between staff and students. Students will keep a written record of these as part of an iterative, reflective process.

Summative assessment of this module will normally be based upon the following:

For each of a series of one-week projects, students will complete a weekly module learning journal (in the form of a scaffolded online document). This "journal" will contain prompts to upload documentary images of their learning (tools, materials, ideas-generation and making process). Extension tasks will prompt reflection and self-directed research activity. The focus will be on performance, experimentation and understanding rather than on the production of finished outcomes.

Formative feedback will take place at the mid-module point, with peer feedback facilitated through small group tutorial activity (5 to 6 students participating)

Assessment criteria:

Students are assessed according to their fulfilment of the learning outcomes in respect of the agreed criteria.

The pass / fail assessment strategy for this module has been designed to:

Establish a more authentic and subject appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.

Establish a less marks driven approach to assessment, particularly during the early stages of a student’s journey will provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.

Remove the emphasis from final marks, making explicit the role of feedback in students future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.

Signal a more holistic, inclusive approach to assessment and would align with the university’s wider priorities of inclusivity and accessibility.

Pass / fail at Level 3 supports increased retention, as well as student well-being.

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio of practical and written work (Learning Journal) produced over the module. Submitted as single PDF output generated from within online workbook.
Weighting: 0 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)
Description: Portfolio of practical and written work (Learning Journal) produced over the module. Submitted as single PDF output generated from within online workbook.
Weighting: 0 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Interior Design {Foundation} [Bower] BA (Hons) 2025-26

Fine Art {Foundation}[Bower] BA (Hons) 2025-26

Fine Art (International) {Foundation} [Bower] - WITHDRAWN BA (Hons) 2025-26

Illustration {Foundation}[Bower] BA (Hons) 2025-26

Graphic Design {Foundation} [Arnolfini] BA (Hons) 2025-26

Fashion Textiles {Foundation} [Bower] BA (Hons) 2025-26

Fashion Communication {Foundation} [Bower] BA (Hons) 2025-26

Animation {Foundation}[Bower] BA (Hons) 2025-26

Photography {Foundation}[Bower] BA (Hons) 2025-26

Fashion Communication {Foundation} [Bower] BA (Hons) 2025-26

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Graphic Design {Foundation} [Arnolfini] BA (Hons) 2025-26

Illustration {Foundation}[Bower] BA (Hons) 2025-26

Interior Design {Foundation} [Bower] BA (Hons) 2025-26

Fine Art {Foundation}[Bower] BA (Hons) 2025-26

Photography {Foundation}[Bower] BA (Hons) 2025-26

Animation {Foundation}[Bower] BA (Hons) 2025-26