

BA (Hons) Painting Drawing & Printmaking

DEFINITIVE MODULE RECORDS

Definitive Module Records:

The programme of study is divided into modules as contained in this module handbook. The modules are written in such a way as to be useful and relevant for a number of years and describe the skills and knowledge you will be exposed to, and the types of activity we expect you to undertake. However, these modules will always be interpreted through assignments. These assignments are written each year to ensure their relevance to the workplace, new developments in the subject, emerging technology and the needs and interests of individual student groups. Each module will have a final (summative) assessment. This may be one assessment at the end of the module, or made up of several smaller assessments, which take place during and at the end of the module.

At the initial assignment briefing you will be made aware of the specified learning outcomes and assessment criteria for the module. The assignment will very clearly state the work required for assessment and the way in which the assessment will be conducted. Each module assignment brief will clearly refer to the learning outcomes and assessment criteria and the tasks required to achieve these. The brief should be read in conjunction with the indicative grading matrix to help you maximise your work.

In each module there is an essential reading list. This list will also be added to in the assignment to ensure relevance and currency.

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPD101 Introduction to Painting, Drawing & Printmaking	Level	4
Module Leader		Credit Value	20
Module Type	Theory and Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules
<ul style="list-style-type: none"> • This module provides essential induction and orientation for the programme. • It will introduce fundamental concepts, processes and making practices underpinning Painting, Drawing and Printmaking.

3. Aims of the module
<ul style="list-style-type: none"> • To familiarise students with college systems, programme philosophy. • To ensure all students have fundamental knowledge of key materials, processes and safe working procedures. • To introduce an in-depth engagement with creative practice through drawing. • To introduce to students the practice of critical analysis of each other's work. • To confirm and establish a baseline repertoire of Painting, Drawing and Printmaking materials and approaches. • To introduce reflective approaches to their experiences as learners and the development of their individual creative interests.

4. Indicative content
<ul style="list-style-type: none"> • A broad-based introduction to the breadth of practices, processes, histories and ideas underpinning Painting, Drawing and Printmaking through studio-based exercises supplemented by lectures, seminars, tutorials and critiques. • Instructional workshops will introduce and engage students in practical methodologies in the use of materials, tools and safe working practices. • Students will experiment with a range of approaches and techniques to extend their visual thinking in exploratory studio sessions introducing methods, materials and skills through drawing techniques. • To introduce students to visual research strategies, critical analysis, developmental sources and understanding through identifying appropriate media and subject matter. • The introduction of a 'studio book' format as a place to record research, references, observations and thoughts about matters related to studio practice including a continuous record of working practices. • The introduction of reflective approaches to their experiences as learners and the development of their individual creative interests. Programme-specific content will offer students the opportunity to develop a contextual awareness of subject areas. Throughout the module students will update a Personal Development Plan which could take the form of a blog or journal.

5. External/Industry links
<ul style="list-style-type: none"> • Students will engage with aspects of professional practice throughout the programme and give due consideration to this agenda. • Contextual research will explore relevant cultural and international issues in relation to the creative disciplines.

6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Portfolio of all related practical work, including research and development, studio book(s), a Personal Development Plan identifying achievements and outlining intentions and future plans and resolved work(s) undertaken as part of the module – 100%

(Relative weightings will be defined in assignment briefs)

7. Mapping of assessment tasks to learning outcomes (see Annex 1)

Assessment tasks	Intended learning outcomes			
	A4	B3	C6	D2
Portfolio of practical work	X		X	X
Studio book(s)	X		X	X
Personal Statement		X		

8. Key reading list**Essential**

Author	Year	Title	Publisher	Location
Perry, C.	2013	Vitamin D2: New Perspectives in Drawing	Phaidon	London
Davidson, M.	2011	Contemporary Drawing: Key Concepts and Techniques	Watson-Guption	New York

Recommended

Fletcher, A.	2001	The Art of Looking Sideways	Phaidon	London
Freeland, C.	2001	But Is It Art? An Introduction to Art Theory	Oxford Univ. Press	Oxford
Butler, C. & De Zegher, C.	2010	On line: Drawing through the Twentieth Century	Museum of Modern Art	New York

9. Other indicative sources (e.g. websites)

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

<http://www.tate.org.uk/modern>

<http://www.a-n.co.uk>

<http://apd-network.info>

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A4: Select, consider and experimentally apply source material to inform creative development.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice.</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B3: Reflect on their knowledge, understanding, attributes and skills in the contexts of their own creative practice and analyse, evaluate and reflect on their strengths and weaknesses as learners.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C6: Evidence the application of material techniques that demonstrates an awareness of critical, effective, testable and safe processes.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice.</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D2: Use drawing skills/visualisation techniques to communicate concepts and ideas.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures: to introduce the concepts and research methodologies involved.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students.</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPD102 Painting & Drawing	Level	4
Module Leader		Credit Value	20
Module Type	Theory and Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules
<ul style="list-style-type: none"> • This module will be used to introduce and explore studio methods and techniques through an in-depth materials driven, process based engagement in Contemporary Painting and Drawing. • To enrich the developing studio practice with media-specific knowledge undertaking processes, techniques and methodologies as specified. • This will be introduced in relation to an academic understanding of the context of practice through an exploration of identified issues in contemporary art practice. • It will introduce further workshop inductions which may typically include material skills and practices in paint, drawing, analogue photography, digital imaging and digital media. • It is linked to other modules by providing an arena where students are introduced to the opportunities for synthesis between an individual's practice and its contextualisation.

3. Aims of the module
<ul style="list-style-type: none"> • This module will introduce contemporary painting and drawing practice. • Develop the student's ability to contextualise their work. • Introduce deeper learning in specific material processes in studio practice. The students will experiment with various technologies to develop, interpret and evaluate underlying concepts and principles. • Further extend to students the practice of critical analysis of each other's work.

4. Indicative content
<p>Practice and theory will be taught in parallel through the module:</p> <ul style="list-style-type: none"> • Students will take part in a series of taught sessions, practical workshops and set projects to develop skills in both contemporary drawing and painting practices and to encourage the exploration of the relationship between concepts and materials. • Regular seminars will identify key contemporary artists who use drawing and painting as an approach to issues of self and identity in contemporary art practice and as a way of introducing a variety of approaches to making, discussing and critiquing contemporary visual art. • Introductory workshops will emphasise the importance of practical research skills and explore ways of recording and communicating ideas effectively through support materials – studio books, sketchbooks and research folders. • The development of studio practice in response to the discourses encountered within the module. • Further workshop inductions which may include methods, material skills and practices to stimulate experimentation without preconceptions; with selection, testing and exploration of both material and form appropriate to intentions. • Group tutorials will explore and question the application of process-led practice. • Inductions to health and safety and the use of equipment in relevant workshops. • An introduction to critical analysis through critiques and tutorials, lectures and seminars including field trips and visits to exhibitions and events. • The module will introduce reflective approaches to their experiences as learners and the development of their individual creative interests. Programme-specific content will offer students the opportunity to develop a contextual awareness of subject areas and throughout the module students will update a written Personal Development Plan that could take the form of a blog or journal.

5. External/Industry links

- Students will engage with aspects of professional practice throughout the programme and give due consideration to this agenda.
- Contextual research will explore relevant cultural and international issues in relation to the creative disciplines.

6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Portfolio of all related practical work including research and development and 500-word Personal Development Plan identifying achievements, intentions and future plans

Studio books with records of material research and development.

(Relative weightings will be defined in assignment briefs)

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes		
	A3	B4	C2
Portfolio	X		X
Personal Statement	X	X	
Research and development (Studio book)	X	X	X

8. Key Reading List

Author	Year	Title	Publisher	Location
Essential				
Schwabsky, B.	2016	Vitamin P3: New Perspectives in Painting	Phaidon	London
Maslen, M. & Southern, J.	2011	Drawing Projects: An Exploration of the Language of Drawing	Black Dog Publishing	London
Recommended				
Barthes, R.	1977	Image, Music, Text, pp. 142-148.	Fontana Press	London
Batchelor, D.	2011	Colour (Documents of Contemporary Art)	Whitechapel Gallery	London
Benjamin, W.	1999	Illuminations, pp. 211-244.	Pimlico	London
Elkins, J.	2000	What Painting Is	Routledge	London
Gottsegen, M.	2006	The Painter's Handbook	Watson-Guption	London
Mayer, R.	1991	The Artist's Handbook of Materials and Techniques	Viking	London
Mullins, C.	2009	Painting People: The State of the Art	Thames and Hudson	London
Warr, T. & Jones, A.	2000	The Artist's Body	Phaidon	London

9. Other indicative sources (e.g. websites)

<http://www.culture24.org.uk/home>

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

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A3: Articulate an awareness of the relationship between the theoretical and practical contexts of their own creative concerns.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B4: Begin to critically evaluate their own and others work, both formally and informally, and be able to respond positively to critical process and to form reasoned arguments.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Develop a range of material approaches and techniques relating to strategies, media, subject and intention.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPD103 Printmaking & Drawing	Level	4
Module Leader		Credit Value	20
Module Type	Theory and Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules
<ul style="list-style-type: none"> • This module will be used to introduce and explore studio methods and techniques through an in-depth materials driven, process based engagement in Contemporary Printmaking and Drawing. • To enrich the developing studio practice with media specific knowledge undertaking processes, techniques and methodologies as specified. • This will be introduced in relation to an academic understanding of the context of practice through an exploration of identified issues in contemporary art practice. • It will introduce further workshop inductions that may typically include material skills and practices in print which may include intaglio, relief and screen printing. • It is linked to other modules by providing an arena where students are introduced to the opportunities for synthesis between an individual's practice and its contextualisation.

3. Aims of the module
<ul style="list-style-type: none"> • This module will introduce contemporary printing and drawing practice. • It will develop the student's ability to contextualise their work. • It will introduce deeper learning in specific material processes in studio practice. The students will experiment with various technologies to develop, interpret and evaluate underlying concepts and principles. • It aims to further extend to students the practice of critical analysis of each other's work.

4. Indicative content
<ul style="list-style-type: none"> • Students will take part in a series of taught sessions, practical workshops and set projects to develop skills in both contemporary drawing and printmaking practices and to encourage the exploration of the relationship between concepts and materials. • Regular seminars will identify key contemporary artists who use drawing and printmaking as an approach to the identified module themes as a way of introducing a variety of approaches to making, discussing and critiquing contemporary visual art. Seminar workshops will introduce rationale and statement writing. • Introductory workshops will emphasise the importance of practical research skills and explore ways of recording and communicating ideas effectively through support materials – studio books, sketchbooks and research folders. • The development of studio practice in response to the discourses encountered within the module. • Further workshop inductions that may include methods, material skills and practices to stimulate experimentation without preconceptions; with selection, testing and exploration of both material and form appropriate to intentions. • Group tutorials will explore and question the application of process-led practice. • Inductions to health and safety and the use of equipment in relevant workshops. • An introduction to critical analysis through critiques and tutorials, lectures and seminars including field trips and visits to exhibitions and events.

5. External/Industry links
<ul style="list-style-type: none"> • Students will engage with aspects of professional practice throughout the programme and give due consideration to this agenda. • Contextual research will explore relevant cultural and international issues in relation to the creative disciplines.

6. Assessment strategy, assessment methods and relative weightings

Formative assessment based on short discreet writing tasks in seminar feedback, critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Portfolio of all related practical work including research and development and 500-word Studio rationale.

Studio books with records of material research and development.

(Relative weightings will be defined in assignment briefs)

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A3	B5	C6	D1
Portfolio	X		X	
Rationale (500 words)				X
Research and Development (Studio book)	X	X		

8. Key Reading List

Author	Year	Title	Publisher	Location
Essential				
Hughes, A. & Vernon-Morris, H.	2008	Printmaking: Tradition and Contemporary Techniques	Rotovision	London
Kovats, T.	2006	The Drawing Book: A Survey of Drawing: The Primary Means of Expression	Black Dog	London
Recommended				
Cherix, C.	2012	Print Out: 20 Years of Print	MOMA	New York
Covey, S.	2016	Modern Printmaking: A Guide to Traditional and Digital Techniques	Watson Guptill	New York
Doherty, C.	2004	From Studio to Situations: Contemporary Art and the Question of Context	Black Dog Publishing	London
Saunders, G. & Miles, R.	2006	Prints Now: Directions and Definitions	V&A Publications	London
Doherty, C. (ed)	2009	Situation (Documents of Contemporary Art)	MIT Press	London and Cambridge, MA
Archer, M. & Hilty, G.	1997	Material Culture: The Object in British Art of the 1980s and 90s	Hayward Gallery	London
Fascina, F. & Harris, J. (eds)	1992	Art in Modern Culture: an Anthology of Critical Texts.	Phaidon	London
Wolff, J.	1993	The Social Production of Art	Macmillan	Basingstoke
Ackley, C.	2009	British Prints from the Machine Age: Rhythms of Modern Life 1914-1939	Thames and Hudson	London

9. Other indicative sources (e.g. websites)

<http://www.culture24.org.uk/home>

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

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A3: Select, consider and experimentally apply source material to inform creative development.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice</p> <p>Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B5: Evidence and explore different methods of recording information from a range of sources.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice</p> <p>Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C6: Evidence the application of material techniques that demonstrate an awareness of critical, effective, testable and safe processes.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice.</p>
D. Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Communicate individual opinions in written, visual, oral and other appropriate forms.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Lectures: to introduce the concepts and research methodologies involved.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPD104 Introduction to Collaborative and Professional Practice	Level	4
Module Leader		Credit Value	20
Module Type	Theory and Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules
<ul style="list-style-type: none"> • This module introduces collaboration as a working practice in contemporary art and builds on the focus on personal and professional practice in the preceding modules in Level 4 by providing opportunities for public-facing exhibition. • It is linked to other modules by providing an arena where students are introduced to the opportunities for synthesis between an individual's practice and its contextualisation.

3. Aims of the module
<ul style="list-style-type: none"> • To introduce the practical and professional concerns of creative practice both individual and collaborative. • To encourage an investigation of the personal, professional, innovative and entrepreneurial aspects of external creative industries and communities of practice. • To support students in identifying areas of collaborative interest within programme specific creative practices by introducing appropriate principles, processes and resources. • To develop critical and reflective approaches to group and self-evaluation of collaborative progress in relation to identified creative practices. • To develop individual communication skills through programme specific practical and contextual research, development and presentation. • To articulate the Professional Practice and Personal Development Planning benchmarks and deliver opportunities for students to begin to demonstrate professional understanding, behaviours and skills.

4. Indicative content
<ul style="list-style-type: none"> • A broad-based experience advancing the student's awareness of methods, materials, skills and practices in the studio in Painting, Drawing & Printmaking. • An introduction to models of collaborative practice and a development of an understanding of approaches and techniques relating to collaborative strategies, media, subject and intention in their artwork. • Seminars and tutorials that will develop an understanding of their strengths and weaknesses, identify gaps in their knowledge in relation to current creative practices and establish action plans to address these issues. • Students will be introduced to a range of research skills with which they will be encouraged to explore the size, scope and structure of the creative industries and their cultural environment. Facilitated through seminars with staff and peers, students will explore historical contexts, future trends and contemporary practices and present their findings using appropriate techniques and methods which may include: <ul style="list-style-type: none"> ○ Reflective commentary on Level 4 learning, including writing a rationale. ○ Visits to related exhibitions, venues and events. ○ Practical work in response to a brief. ○ Evidence of development work in response to a brief. ○ Evidence of external influences and their relevance.

5. External/Industry links
<ul style="list-style-type: none"> • This module will introduce students to the global context in which today's advanced creative professionals operate. Specific examples and case studies will be introduced. • Students will be encouraged and facilitated in making links externally in the staging of a public-facing exhibition opportunity.

6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Portfolio of all related practical work including research and development

500-word studio rationale identifying achievements and outlining intentions and future plans. Studio books with records of material research and development

Professional Development portfolio – to include evidence of the ability to analyse, evaluate and reflect on the practical and conceptual development of appropriate solutions to identified problems, with written evidence of personal reflection and critical awareness when evaluating individual and collaborative progress.

(Relative weightings will be defined in assignment briefs)

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A1	B1	C1	D3
Portfolio	X		X	
Rationale (500 words)		X		
Research and Development (Studio Book)	X		X	
Professional Development Portfolio				X

8. Key Reading List**Essential**

Author	Year	Title	Publisher	Location
Green, C.	2001	The Third Hand: Collaboration in Art from Conceptualism to Postmodernism	University of Minnesota Press	Minneapolis
Kester, G.	2011	The One and the Many: Contemporary Collaborative Art in a Global Context	Duke University Press	Durham, NC

Recommended

Bishop, C.	2012	Artificial Hells: Participatory Art and The Politics of Spectatorship	Verso	London
Bickers, P. & Wilson, A. (eds)	2007	Talking Art: Interviews with Artists Since 1976. ,	Art Monthly/ Ridinghouse	London
Furlong, W.	2010	Speaking of Art	Phaidon	London

9. Other indicative sources (e.g. websites)

www.artscouncil.org.uk
www.dacs.org
www.britishcouncil.gov.uk
www.mindtools.com
www.artquest.org
<http://pcacareers.online/>

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Reflect on and evaluate their own practice in the context of the creative industries and the wider cultural environment.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to</i></p> <p>B1: Begin to apply appropriate theoretical approaches to the study and interpretation of art, design and media products and practices.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Develop a body of work in response to a defined brief that effectively demonstrates an awareness of their own practice in relation to others.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice.</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D3: Work to deadlines, negotiate realistic goals and schedules and apply effective time management.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures: to introduce the concepts and research methodologies involved.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAIS300 Interdisciplinary Studies	Level	4
Module Leader		Credit Value	20
Module Type	Theory & Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules

This module provides an opportunity to expand and develop skills and knowledge, through the introduction of new approaches and methods that broaden and extend the student's understanding of practices both in their subject area, and the wider creative context in which they work.

The module will introduce students to interdisciplinary approaches and methods in their subject, and open up possibilities for engagement with practices both within and outside their immediate subject area. As such, this Module complements all of the student's study to date, and contributes to their wider knowledge and understanding of creative practices.

The module will encourage students to explore new skills, knowledge and approaches including team working and problem solving. Above all, it will encourage critical reflection on the range of interdisciplinary approaches and contexts explored within the module.

3. Aims of the module

- To provide the opportunity to explore and reflect upon interdisciplinary approaches and solutions for creative practice
- To develop skills and knowledge that can be applied to future projects and situations
- To broaden awareness of new or unfamiliar materials-led, process-based creative practices
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4. Indicative content

You will be encouraged to explore and develop your understanding of interdisciplinary approaches and solutions for creative practice, through practice-based enquiry. You will have the opportunity to explore interdisciplinary approaches through a range of activities such as working in collaborative teams, through project-based learning, and exploring new or unfamiliar approaches through directed study or independent learning.

The module is delivered through a mixture of subject-based activities, projects and/or workshops, and group tasks. Specific content and activities will vary according to your subject area, including collaboration between programmes where appropriate. The development of new knowledge and skills associated with production and critical understanding will be encouraged through a range of approaches such as working with unfamiliar methods, processes and team based learning. An understanding of the possibilities inherent in interdisciplinary approaches within both your subject area and the wider creative context in which you work, will be core to all activities.

Throughout the module, you are invited to record and reflect on the work undertaken. At the mid-point, you will be given formative feedback on your progress during the module through individual, and/or group tutorial. You are required to keep a Reflective book/ file/ blog (you only need to choose one of these methods), that should record and document the development of your ideas, work in progress, realized outcomes and your engagement with all aspects of the module. Your tutor will advise on which method might suit your approach best. Evidence of this ongoing record will inform the formative review of your progress, and provide the basis for individual or group tutorial throughout the module.

To compliment your learning in this module, you can elect to learn a range of new skills delivered through the 'Workshop Wednesdays' open access programme (booking via the student portal).

Towards the end of the module, all students will make a presentation of the outcomes of their work in this module. The presentation will take the form of a group presentation or showcase of work, to tutors and peers. Your tutor will advise on the approach most suited to your programme.

A 1000-word critical evaluation provides you with the opportunity to consider the breadth of your investigation, and reflect upon the impact of new approaches and solutions within your individual creative practice. Your evaluation should also include evidence of your contribution to the group presentation or showcase.

5. External/Industry links

Visiting lecturers / practitioners as identified through Programme specific delivery.

6. Assessment strategy, assessment methods and relative weightings

Reflective book/ file/ blog
1000-word critical evaluation

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A2	B2	C3	D5
Reflective book/ file/ blog	X		X	
1000-word critical evaluation		X		X

8. Key reading list

Author	Year	Title	Publisher	Location
Programme specific reading materials are located on Google Classroom for this module.				

9. Other indicative sources (e.g. websites)

Programme specific research sources are located on Google Classroom for this module.

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A2: Demonstrate a basic understanding of materials, techniques and processes in an area of creative practice that extends your knowledge of working practices and approaches in your subject area.</p>	<p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study Research book/ file/ blog</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B2: Show a basic understanding of interdisciplinary ideas and methodologies, and evidence your understanding through practical and theory-based outcomes.</p>	<p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study 1000 word critical evaluation</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C3: Produce a body of work that utilises materials, techniques and processes from an area of creative practice outside main programme of study.</p>	<p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study Research book/ file/ blog</p>
D. Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D5: Evidence ability to begin to articulate the potential for the transfer of materials, techniques and processes from one area of creative practice to another.</p>	<p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study 1000 word critical evaluation</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BCOP100 Contexts of Practice 1	Level	4
Module Leader		Credit Value	20
Module Type	Theory	Notional Learning Hours	200

2. Rationale for the module and its links with other modules

This module introduces students to key theories and ideas, and provides a range of critical approaches to support the investigation, interpretation and analysis of contemporary art, design and media. Students will study a range of concepts that have shaped the way that we understand art, design and media in its wider historical and cultural contexts. Students will develop core research and communication skills to help them to articulate and contextualise their understanding of the themes covered in this module, and the knowledge gained will support creative practice by developing an understanding of the relationship between thinking and making.

3. Aims of the module

- To introduce and develop understanding of a range of key social, cultural and economic theories and discourses that impact on the production and consumption of art, design and media products.
- To introduce approaches to, and perspectives on the interpretation of creative practice.
- To develop core research skills for the study of contemporary creative practice.
- To develop a range of communication skills.

4. Indicative content

A series of themed lectures and seminars will introduce students to key ideas and theories relevant to the study of art, design and media practices. The series will explore a range of discourses that affect the way we perceive and value art practices, including, key social and cultural theories concerned with issues of representation, ideology and narrative. The module encourages students to explore the impact of production, consumption, distribution and dissemination of the products of art, design and media practices. Seminars and group tutorials develop the ideas and concepts presented in the lectures and allow students to begin to critically examine these core themes and how they have impacted on their area of creative practice and wider society. Seminars are led or facilitated by a tutor, and individual and/or group tutorials provide guidance in relation to the assessment tasks.

5. External/Industry links

Visits
Visiting lecturers/practitioners

6. Assessment strategy, assessment methods and relative weightings

Students are required to:

- Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the production and consumption of arts, design, and media practices.
- Show developing core research skills for the study of creative practice through the development of a reflective journal/blog. This should contain reflections on the lectures/seminars and all related tasks. This will be used to inform formative assessment on progress in the module and on completion of the module will be summatively assessed.
- Demonstrate understanding and application of theoretical approaches to arts, design and media practices through a written essay. The essay may take the form of: a written essay (appropriately illustrated); a visual essay, a video essay/vlog. Your tutor will advise you on the most appropriate method and agree on an approach to take.
- Respond to an essay question based on the learning within the module.

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A5	B1	C4	D4
An essay (1500-2000 words or equivalent)	X	X	X	X
A reflective journal/ blog			X	X

8. Key reading list				
Author	Year	Title	Publisher	Location
Adamson, G.	2009	The Craft Reader	Berg Publishers	London
Barnard, M.	2007	Fashion Theory: A Reader	Routledge	London
Berger, J.	1972	Ways of Seeing	Penguin	London
Collins, M.	2000	This Is Modern Art	Penguin	London
Dean, T. & Millar, J.	2005	Place	Thames and Hudson	London
Hall, S.	2012	This Means This, This Means That: A Users Guide to Semiotics (2nd ed)	Laurence King	London
Lees-Maffei, G. & Houze, R.	2010	The Design History Reader	Berg Publishers	London
Mayra, F.	2008	Introduction to Games Studies: Games and Culture	SAGE	London
Nelmes, J.	2012	Introduction to Film Studies (5th ed)	Routledge	Abingdon
Storey, J.	2012	Cultural Theory and Popular Culture: A Reader (6th ed)	Pearson Education Ltd	Harlow
Sturken, M. & Cartwright, L.	2009	Practices of Looking: An Introduction to Visual Culture (2nd ed)	Oxford University Press	New York
Wells, L.	2015	Photography: A Critical Introduction (5th ed)	Routledge	London
Sources specific for each programme can be accessed via the Programme's VLE (Classroom) and essential reading will be indicated on project briefs.				

9. Other indicative sources (e.g. websites)

Journals

The library has a list of the journals that we hold and have online access to.

Some key texts that we may consult throughout the year include:

Animation: An Interdisciplinary Journal
British Journal of Photography
Art Forum
Craft
Creative Review
Eye
Frieze
Journal of Design History
Sight and Sound

Journals and links to journals and other sources specific for this programme can be accessed via the Programme's VLE (Classroom) and will be indicated on project briefs.

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A5: Identify and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of art, design and media.</p>	<p>Lectures Group discussions Seminars Tutorials Formative assessment (presentations/tutorials) Summative assessment</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Begin to apply appropriate theoretical approaches to the study and interpretation of art, design and media products and practices.</p>	<p>Lectures Group discussions Seminars Tutorials Formative assessment (presentations/tutorials) Summative assessment</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C4: Research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions.</p>	<p>Lectures Group discussions Seminars Tutorials Formative assessment (presentations/tutorials) Summative assessment</p>
D. Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D4: Demonstrate a developing range of communication skills.</p>	<p>Lectures Group discussions Seminars Tutorials Formative assessment (presentations/tutorials) Summative assessment</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPD201 Guided Studio Practices 1	Level	5
Module Leader		Credit Value	40
Module Type	Theory and Practice	Notional learning hours	400

2. Rationale for the module and its links with other modules
<ul style="list-style-type: none"> • This module will be used to further explore studio practice in the distinct strands of Contemporary Painting, Drawing or Printmaking together with a deeper focus on materials and processes. • It is linked to other modules by providing an arena where students are introduced to the opportunities for synthesis between an individual's practice and its contextualisation. • It is one of two modules in Level 5 where studio practice and theoretical studies are taught together, and evidence of the students' learning and development is assessed alongside a presented argument in essay form.

3. Aims of the module
To develop the practices of Painting, Drawing and Printmaking within a context which promotes an understanding of the relationship between practice and theory and a deeper understanding of the materials and processes in each discipline.

4. Indicative content
<ul style="list-style-type: none"> • At the beginning of this module students will be asked to submit a proposal outlining an intended area of investigation that relates to their studio practice. Students will engage in a guided but personally driven studio practice within their chosen strand of Painting, Drawing or Printmaking. It is recognised that the practice strands are closely allied and that students will work with a range of approaches in the realisation of their practice through negotiation with staff. Students in each strand will engage with drawing as a central practice. Through a consideration of the relation between the production of art and theoretical debates, the students will be able to establish a critical position. <p>The programme of work will include:</p> <ul style="list-style-type: none"> • A series of workshops to explore individual or collaborative concerns, conceived and realised with a focus on the relationship between practice and theory. • A series of advanced workshops to support and further realise the materials and processes associated with studio practice. • The development of critical analysis through critiques and tutorials. • Visits and independent research collated in appropriately devised formats which demonstrate the evidence of their thinking.

5. External/Industry links
<p>Contextual research will explore relevant cultural and international issues in relation to the creative disciplines.</p> <p>The module will pursue the overarching entrepreneurial and creative industry agenda of the programme and encourage students to develop an awareness and knowledge of appropriate professional contexts within which their work may operate.</p>

6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, studio critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Portfolio of all related practical work, including research and development, studio book(s) and research files that demonstrate an informed application of materials and processes

A 500-word rationale and resolved work(s) undertaken as part of the module.
(Relative weightings will be defined in assignment briefs)

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes						
	A3	A4	B4	B5	C3	C5	D2
Portfolio			X			X	X
Research and Development (Studio book and research files)	X	X		X	X		
Rationale (500 word)	X		X	X			

8. Key reading list**Essential**

Author	Year	Title	Publisher	Location
Codwell, P.	2010	Printmaking: A Contemporary Perspective	Black Dog Publishing	London
Myers, T.	2011	Painting (Documents of Contemporary Art)	Whitechapel Gallery	London
Sawdon, P. & Marshall, R.	2012	Hyperdrawing: Beyond the Lines of Contemporary Art	Tauris	London

Recommended

Cherix, C.	2012	Print Out: 20 Years of Print	MOMA	New York
Covey, S.	2016	Modern Printmaking: A Guide to Traditional and Digital Techniques	Watson Guptill	New York
Berger, J.	2005	Berger on Drawing	Occasional Press	Cork
De Zegher, C. (ed.)	2003	The Stage of Drawing: Gesture and Act	Tate Publishing	London and New York
Dillon, B.	2009	The End of the Line: Attitudes in Drawing	Hayward	London
Ehrenzweig, A.	2000	The Hidden Order of Art: A Study in the Psychology of Artistic Imagination, pp. 47-63.	Weidenfeld and Nicolson	London
Godfrey, T.	2013	Vitamin D2: New Perspectives in Drawing	Phaidon	London
Kubler, G.	1964	The Shape of Time	Yale University Press	New Haven and London

Levi, P.	1994	The Wrench	Abacus	London
Phaidon Editors	2016	Vitamin P3: New Perspectives in Painting	Phaidon	London
Sennett, R.	2008	The Craftsman	Penguin Books	Harmondsworth
Tala, A.	2009	Installations and Experimental Printmaking	A & C Black	London
Tsouti-Schillinger, N.	2008	Robert Morris, Have I Reasons: Work and Writings, 1993-2007.	Duke University Press	Durham, NC

9. Other indicative sources (e.g. websites)
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www.a-n.co.uk
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http://www.axisweb.org/

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A3: Evidence a developed understanding of the critical relationship between theory and practice.</p> <p>A4: Initiate and utilise research and exploration to help form independent judgements and decision-making in a specific area of creative practice.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice</p> <p>Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B5: Generate ideas, concepts, proposals, solutions and/or arguments, using the language, materials, processes and techniques of a subject discipline</p> <p>B4: Critically evaluate their creative processes and practice within the context of contemporary art and peer group contexts.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice</p> <p>Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C3: Evidence the capacity for undertaking practical and theoretical research that demonstrates an informed application of critical, effective and testable processes.</p> <p>C5: Generate ideas in response to set briefs and/or as self-initiated activity.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice.</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D2: Demonstrate an understanding of media specific disciplines and drawing skills to communicate concepts and ideas.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Lectures: to introduce the concepts and research methodologies involved.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPD202 Painting, Drawing and Printmaking Professional Practice	Level	5
Module Leader		Credit Value	20
Module Type	Theory and Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules
<ul style="list-style-type: none"> • This module builds on the experiences of Level 4 and offers students the opportunity to inform their understanding of their own personal and professional development through research into the professional concerns relevant to individual interests within the creative industries, external cultural environment and communities of practice. • This module will run concurrently with other Level 5 modules and will inform their broader practical development. It will provide a theoretical and contextual understanding of the level of professionalism required to build a career and make a living and continue to engage them with their own development.

3. Aims of the module
<ul style="list-style-type: none"> • To develop an integrated understanding of the practical and professional concerns of individual creative practices. • To encourage an investigation of the personal, professional, innovative and entrepreneurial aspects of external creative industries and communities of practice. • To establish an increasingly independent understanding of the practical and contextual location of individual creative ambitions through sustained approaches to research and investigation. • To develop higher level communication skills through programme specific practical and contextual research, development and presentation. • To articulate the Professional Practice and Personal Development Planning benchmarks and deliver opportunities for the enhancement of professional understanding, behaviours and skills.

4. Indicative content
<ul style="list-style-type: none"> • Students will continue to employ a range of research skills to develop an understanding of the critical, contextual and ethical dimensions of the creative industries and the external cultural environment. <p>Indicative content for this module may include:</p> <ul style="list-style-type: none"> • Marketing principles and analysis. • Audiences. • Effective marketing communications. • Responding to externally set briefs and commissions. • Networking to develop their interpersonal communications in professional contexts. • An understanding of career options available after graduation. • Awareness of the requirements to prepare for self-employment or freelance working including professional CV preparation. • The application of Copyright and Licensing law to their own practice. • Practical and technical skills. • Conference and practice advocacy skills.

5. External/Industry links

This module will further extend students' knowledge of the global context in which today's advanced creative professionals operate. Specific examples and case studies will be introduced, for instance protecting copyright across international boundaries.

The module will pursue the overarching entrepreneurial and creative industry agenda of the programme and encourage students to develop an independent awareness and knowledge of appropriate professional contexts within which their work may operate.

6. Assessment strategy, assessment methods and relative weightings

Summative assessment 100% by coursework:

Reflective Presentation & Research Journal (portfolio based) – to include evidence of critical engagement with a range of appropriate theoretical, conceptual and/or contextual source material. There should be written evidence of personal reflection and critical awareness when evaluating individual progress in relation to set briefs.

Professional development & production (portfolio based) – to include evidence of the ability to effectively plan, carry out, document, present and evaluate the practical and conceptual development of appropriate solutions to identified problems.

(Relative weightings will be defined in assignment briefs)

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes				
	A1	B2	C2	D1	D5
Reflective presentation	X			X	
Research journal		X	X		
Professional practice portfolio	X				X

8. Key reading list

Essential

Author	Year	Title	Publisher	Location
Buck, L.	2006	Owning Art: the Contemporary Art Collector's Handbook	Cultureshock Media	London
Craig, P.	2003	Making Art Work: Mike Smith Studio	Trolley	London
UAL/Arts Council	2017	Artquest https://www.artquest.org.uk/	Artquest	London

Recommended

Rowles, S.	2016	Professional Practice: 20 Questions	Q-Art	London
Bourriaud, N.	2004	Relational Aesthetics	Les Press du Réel	Paris
Deleuze, G. & Guattari, F.	2002	A Thousand Plateaus: Capitalism and Schizophrenia	Continuum	London
Thornton, S.	2008	Seven Days in the Art World	Granta Books	London

9. Other indicative sources (e.g. websites)

Professional and trade websites, journals and magazines

www.a-n.co.uk

www.ipa.gov.uk

www.dacs.org

www.artscouncil.org

www.designcouncil.org

www.retitle.com

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate an informed understanding of professional context of their practice within the creative industries and cultural environment.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B2: Identify and analyse the challenges and opportunities offered by future developments within individually appropriate areas of creative practice.</p>	<p>Learning and teaching strategy</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: To make appropriate use of a range of research methods, to investigate aspects of the critical, cultural, social, professional and entrepreneurial contexts.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Organise and carry out self-directed projects and communicate outcomes through written, visual, oral and other appropriate forms.</p> <p>D5: Identify relevant contexts and prepare for professional practice, through an awareness and understanding of the practical knowledge, skills and attributes required.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPD203 Guided Studio Practices 2	Level	5
Module Leader		Credit Value	40
Module Type	Theory and Practice	Notional learning hours	400

2. Rationale for the module and its links with other modules
<ul style="list-style-type: none"> • This module will be used to further explore studio practice in the distinct strands of Contemporary Painting, Drawing and Printmaking together with a focus on external opportunities raised by emerging events such as those created by international partnerships, industrial links or cultural phenomena. • It is linked to other modules by providing an arena where students are introduced to the opportunities for synthesis between an individual's practice and its contextualisation. • It is the second of two modules in Level 5 where studio practice and theoretical studies are taught together, and evidence of the students' learning and development is assessed alongside a presented argument in oral form.

3. Aims of the module
<ul style="list-style-type: none"> • To develop the practices of Painting, Drawing and Printmaking within a context which promotes an understanding of the relationship between practice and theory and a deeper understanding of the industry context of the student's creative practice in each strand. • To enable students to work cross-course, understand cross-disciplinary approaches, work collaboratively or respond to an external event or activity with a significant pedagogic value. • For a programme to respond to the arising needs of a specific group of students at a specific stage of the course. • Students will write a position statement at the end of the module that will define their move into Level 6 of the course.

4. Indicative content
<ul style="list-style-type: none"> • At the beginning of this module students will be asked to submit a proposal outlining an intended area of investigation that relates to their studio practice. Students will engage in a guided but personally driven studio practice within their chosen strand of Painting, Drawing or Printmaking. It is recognised that the practice strands are closely allied and that students will work with a range of approaches in the realisation of their practice through negotiation with staff. Students in each strand will engage with drawing as a central practice. Through a consideration of the relation between the production of art and theoretical debates, the students will be able to establish a critical position. <p>The programme of work will include:</p> <ul style="list-style-type: none"> • A series of workshops to explore individual or collaborative concerns, conceived and realised with a focus on the relationship between practice and theory. • A series of workshops to support and develop understanding of the industry context of the student's creative practice. • The development of critical analysis through critiques and tutorials. • Visits and independent research collated in appropriately devised formats which demonstrate the evidence of their thinking. • Students may be asked to address a key external theme such as an international project. This may include collaborative practices that are cross-college, cross-disciplinary, cross-institutional or cross-culturally informed. As such it may be supported by an online 'studio space' and facilitated by a digital learning approach. • Alternatively, the programme may have identified the need to address an emerging programme or theme that cannot be accommodated elsewhere in the programme. This may involve individual or collective endeavour in the use of certain processes or in response to a competition or external initiative.

5. External/Industry links

Contextual research will explore relevant cultural and international issues in relation to the creative disciplines and to consider the global context in which today's advanced creative professionals operate.

The module will pursue the overarching entrepreneurial and creative industry agenda of the programme and encourage students to develop an independent awareness and knowledge of appropriate professional contexts within which their work may operate, which may include international partnerships, placements and exchanges; links with professional networks in the region, nationally and internationally; cultural phenomena including art fairs, competitions and biennales.

6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, studio critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Portfolio of all related practical work,
Including research and development, studio books, a 500-word position statement and resolved work(s), undertaken as part of the module

A self-identified rationale/proposal and body of focused research (e.g. notebooks/sketchbooks/blogs/journals etc.) and/or a body of design/art work and/or evaluation of student experience in written and/or oral presentation format

(Relative weightings will be defined in assignment briefs).

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes						
	A5	B2	B3	C1	C6	D1	D3
Portfolio					X	X	
Research and development (studio books and research files)	X		X		X		
Position statement (500 words)		X	X				
A self-identified rationale/proposal or presentation and body of professional research	X	X		X			X

8. Key reading list

Author	Year	Title	Publisher	Location
Essential:				
Bhandari, H.	2009	Art/Work	Free Press	London
Myers, T.	2011	Painting (Documents of Contemporary Art)	Whitechapel Gallery	London
Charny, D.	2012	Power of Making: The Case for Making and Skills	V&A	London
Garner, S. (ed)	2013	Writing on Drawing: Essays on Drawing Practice and Research	Intellect	London
Recommended:				
Bourdieu, P. & Haacke, H.	1995	Free Exchange	Polity Press	Cambridge
Thorne, S.	2017	School: A Recent History of Independent Art Schools	Sternberg Press	Berlin-New York
Graw, I.	2009	High Price: Art Between the Market and the Celebrity Culture.	Sternberg Press	Berlin
Groys, B.	2008	Art Power	MIT Press	Cambridge, MA

Heiser, J.	2008	All of a Sudden: Things that Matter in Contemporary Art	Sternberg Press	New York
Lutticken, S.	2009	Idols of the Market: Modern Iconoclasm and the Fundamentalist Spectacle	Sternberg Press	New York
Stallabrass, J.	2006	High Art Lite: The Rise and Fall of Britart	Verso	London
Smithson, P.	2009	Installing Exhibitions: A Practical Guide	A&C Black	London

9. Other indicative sources (e.g. websites)
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http://pcacareers.online/

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A5: Make appropriate use of a range of research methods, to investigate a topic and produce work relating to the critical, cultural or social context of the subject disciplines.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Lectures and seminars: To introduce the concepts and research methodologies involved.</p> <p>Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B2: Identify and analyse the challenges and opportunities offered by future developments within individually appropriate areas of creative practice.</p> <p>B3: Demonstrate their knowledge, understanding, attributes and skills in the contexts of their own creative practice.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Develop a personal promotion strategy to communicate to relevant organisations.</p> <p>C6: Develop a body of work in response to a defined brief that effectively demonstrates professional and safe working practices in research, planning and communications.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Organise and carry out self-directed projects and communicate outcomes through written, visual, oral and other appropriate forms.</p> <p>D3: Exercise self-management skills in managing their workloads and meeting deadlines and applying interpersonal and social skills to interact with others.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	GCOP200 Contexts of Practice 2	Level	5
Module Leader		Credit Value	20
Module Type	Theory	Notional learning hours	200

2. Rationale for the module and its links with other modules

This module extends and develops the themes, ideas, concepts and critical discourses introduced in Year One. Students will attend core lectures and participate in a lecture/ seminar series designed to deepen their understanding of creative practice in its wider contexts. This themed approach encourages students to make considered and appropriate links between their area of practice and wider contextual and interdisciplinary discourses. You will continue to develop critical approaches to research, which will inform your understanding of the relationship between context and practice.

3. Aims of the module

- To develop and extend a critical understanding of critical, cultural and contextual frameworks which inform the production and consumption of creative practice.
- To develop independent thinking, project planning and management skills.
- To develop enhanced communication skills, which demonstrate knowledge and understanding of critical theories and discourses and their impact on creative practice.

4. Indicative content

The module begins with a series of core lectures that will cover essential research skills and introduce cross-disciplinary approaches to the study of creative practice. Students select a specialist seminar series from a range offered, covering areas such as visual representation; hyperrealism; the body: politics and identity, transformations: science, art and ideology; mapping, site and creative practice, art; democracy, activism and the arts; performance practices; narrative spaces; visual reproduction; material culture; evocative objects; art and ecology, sustainability and creative practice. Students will negotiate a research project with their specialist tutor and will be supported throughout the module by lectures, seminars, small group and individual tutorials.

Alongside the taught elements students will engage in independent and self-directed research. Research undertaken will be documented in a research journal/blog. These research journals/blogs will be used during formative tutorials/assessment points to discuss student progress towards achieving summative outcome, which is an illustrated essay/research blog (2,000–2,500 words or equivalent).

During the final phase of this module students will begin to think about what they are going to undertake in the 3rd year (level 6) Contexts of Practice 3 module and will prepare an initial research project proposal as an annexe to the illustrated research essay/blog.

5. External/Industry links

Visits
Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings

Students are required to:

- Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the production and consumption of arts, design, and media practices.
- Show developing core research skills for the study of creative practice through the development of a reflective journal/blog. This should contain reflections on the lectures/seminars and all related tasks. This will be used to inform formative assessment on progress in the module and on completion of the module will be summatively assessed.
- Demonstrate understanding and application of theoretical approaches to arts, design and media practices through a written essay. The essay may take the form of: a written essay

(appropriately illustrated); a visual essay, a video essay/vlog. Your tutor will advise you on the most appropriate method and agree on an approach to take.

- Independently develop an essay question based on the learning within the module, in agreement with their tutor.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes				
	A2	A3	B1	C4	D4
An essay (2,000–2,500 words or equivalent)		X	X	X	X
A reflective journal/ blog				X	X

8. Key reading list

Useful texts:

Author	Year	Title	Publisher	Location
Barrett, E. & Bolt, B.	2007	Practice as Research: Approaches to Creative Arts Enquiry	I.B. Tauris & Co. Ltd	New York
Brink-Budgen, Roy van den	2010	Critical Thinking for Students: Learn the Skills of Critical Assessment and Effective Argument (4th ed)	How to Books Ltd	Oxford
Chambers, E., & Northedge, A.	2008	The Arts Good Study Guide (2nd ed)	Open University Press	Milton Keynes
Cottrell, S.	2005	Critical Thinking Skills: Developing Effective Analysis and Argument	Palgrave Macmillan	Basingstoke
Dawson, C.	2009	Introduction to Research Methods (4th ed)	How to Books Ltd	Oxford
Denscombe, M.	2012	Research Proposals: A Practical Guide	Open University Press	Berkshire

Key texts that will be consulted for the themed lectures include:

Borden, I., Hall, T. & Miles, M.	2000	The City Cultures Reader	Routledge	London
Fraser, M. & Greco, M.	2005	The Body: A Reader	Routledge	London
McQuillan, M.	2000	The Narrative Reader	Routledge	London
Mirzoeff, N.	2012	The Visual Culture Reader (3rd ed)	Routledge	London
Moggridge, B.	2006	Designing Interactions	MIT Press	Boston
Perron, N.	2008	Video Games Theory Reader 2	Routledge	London
Rose, G.	2012	Visual Methodologies: An Introduction to Researching with Visual Material (3rd edn)	SAGE	London
Stibbe, D.	2009	The Handbook of Sustainability Literacy	Green Books.	Dartington

Sources specific for each specialist option can be accessed via the VLE and essential reading will be indicated on project briefs.

9. Other indicative sources (e.g. websites)**Journals**

The library has a list of the journals that we hold and have online access to.

Journals and links to journals and other sources specific for this module can be accessed via the VLE (Classroom) and will be indicated on project briefs.

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A3: Evidence a developed understanding of the critical relationship between theory and practice.</p> <p>A2: Interpret, analyse and evaluate critical approaches to creative practice.</p>	<p>Lectures Seminars Tutorials Presentation to peers/staff</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Conduct a rigorous independent investigation into an appropriate research topic, which informs their creative practice.</p>	<p>Independent study</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C4: Competently utilise a range of appropriate research methods and academic conventions.</p>	<p>Independent study Presentation Group seminars</p>
D. Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D4: Demonstrate communication skills, which evidence knowledge and understanding of critical, cultural and contextual discourses.</p>	<p>Presentation of work Initial research project proposal</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPD301 Research and Experimentation	Level	6
Module Leader		Credit Value	40
Module Type	Theory and Practice	Notional learning hours	400

2. Rationale for the module and its links with other modules
<p>This module will stipulate the overarching direction and outline research methodologies that will provide a platform from which the student's Creative and Professional Conclusion module may develop.</p> <p>It is a period of reflection on past creative outcomes and the success of their commercial application. The questioning of theories and experimentation in practical processes will allow students to plan their final project and negotiate a course towards its conclusion considering future career or learning aspirations.</p> <p>Negotiated proposals for outcomes must evidence indicative inclusion of contextual studies subject matter and creative intent for the final year must be clearly definable at the end of this module.</p>

3. Aims of the module
<ul style="list-style-type: none"> • To evaluate acquired knowledge and technical abilities and apply in-depth levels of critical judgment to learning experiences and outcomes. • To select and experiment independently with pertinent processes and techniques to allow synthesis between theory and practice. • To express research methodology and artistic intent in a considered and professional manner utilising relevant media and communication channels. • To reconcile personal practice and specializations in relation to future career aspirations and the commercial applications of creative outcomes • To question, embed and utilise contextual study content within negotiated proposals for final year modules.

4. Indicative content
<ul style="list-style-type: none"> • Through negotiations with tutors, students will develop proposals that will include details of intended research methodologies and artistic outcomes. • Individual and group tutorials will guide learners through a cohesive and intensive programme of extended, personally directed research and a phase of continual evaluation of past and present practice. • Creative visual and written experimentation will be encouraged in studio-based sessions. Learners will be supported across faculties with specialist knowledge and equipment, but will initiate processes and techniques that inform their specialist practice independently. • Critiques, conducted in peer groups and on an individual basis, will evaluate strengths and limitations of individual approaches and their relationship with contextual content. Critical discussion will encourage engagement with alternative texts, theories, exhibitions and visual stimuli.

5. External/Industry links

Students will be expected to position their work within a range of relevant contemporary international practitioners operating within their choice of discipline.

The module will pursue the overarching entrepreneurial and creative industry agenda of the programme and expect students to further develop their independent awareness and knowledge of appropriate professional contexts within which their work may operate which may include international partnerships, placements and exchanges; links with professional networks in the region, nationally and internationally; cultural phenomena including art fairs, competitions and biennales.

6. Assessment strategy, assessment methods and relative weightings

Formative assessment based on short discreet writing tasks, in seminar feedback, studio critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Portfolio of all related practical work, including research and development, studio books and resolved work(s), undertaken as part of the module 75%

Proposal (1,000 words or equivalent) including statement of intent and creative positioning that demonstrates the application of analysis and research appropriate to Level 6 outcomes 25%

(Relative weightings will be defined in assignment briefs)

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes				
	A3	B1	B4	C6	D1
Portfolio	X		X	X	
Proposal		X			X

8. Key reading list

Author	Year	Title	Publisher	Location
Essential				
Author	Year	Title	Publisher	Location
Elkins, J.	2001	Why Art Cannot Be Taught: A Handbook for Art Students	University of Illinois Press	Chicago
Hoffman, J.	2012	The Studio (Documents of Contemporary Art)	Whitechapel Gallery	London
Recommended				
Graw I., Lajer-Burcharth E. (eds)	2016	Painting Beyond Itself / The Medium in the Post-Medium Condition	Berlin	Sternberg Press
Le Feuvre, L.	2010	Failure (Documents of Contemporary Art)	Thames and Hudson	London
Harrison, C. & Wood, P. (eds)	2002	Art in Theory, 1900–2000: An Anthology of Changing Ideas	Blackwell	Oxford
Obrist, H. & Diers, M.	2003	Hans-Ulrich Obrist: Interviews, Volume 1	Edizioni Charta	Milan
Barnet, S.	2005	A Short Guide to Writing About Art	Pearson	London
Sullivan, G.	2009	Art Practice as Research: Inquiry in Visual Arts	SAGE	London
Arnheim, R.	1969	Visual Thinking	University of California Press	Berkeley and Los Angeles

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A3: To demonstrate a synthesis between theory and practice and critically evaluate theoretical and practice based judgements in the context of their subject disciplines.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Analyse, evaluate, and synthesise ideas from appropriate primary and secondary research sources, engaging critically with theoretical and practice based methodologies appropriate to their research.</p> <p>B4: Articulate a fluency in both formal and informal approaches to critically evaluating own and others work and demonstrate ability to respond positively and professionally to informed criticism.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C6: Demonstrate and articulate an experimental approach to personal practice underpinned by a sustained programme of research and development.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Studio development: to develop practice alongside other students within a climate of mutual theory/practice.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p>

D. Key transferable skills	Learning and teaching strategy
<p data-bbox="193 264 794 324"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="193 353 794 474">D1: Analyse information and experiences, formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation.</p>	<p data-bbox="802 264 1396 385">Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p data-bbox="802 389 1396 450">Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p data-bbox="802 454 1396 555">Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPD302 Creative and Professional Development	Level	6
Module Leader		Credit Value	20
Module Type	Theory and Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>During this module students will synthesise their professional and contextual research, skills and creative intentions with their understanding of professional practice and career ambitions. The module will enable students to position themselves at a professional level for progression to employment, self-employment or post-graduate study.</p> <p>This module will provide the opportunity for students to develop relationships with the creative industries, cultural environments and communities of practice through their work based on previous levels of study and through continued experiences such as work/practice based learning, conferences, exhibitions and other professional engagement and activities.</p>

3. Aims of the module
<ul style="list-style-type: none"> • To extend the reflection from previous levels experiences in order to establish an individually relevant understanding of specific professional practices and contextual locations of their practice. • To support and inform the development of an individually appropriate strategy for progression into employment, self-employment, professional practice or continued education. • To develop, implement and apply professional level communication skills across a range of appropriate methods and media. • To encourage and support research into independently identified opportunities for progression including appropriate action planning, time management and communication. • To further articulate the PDP benchmarks and deliver opportunities for the enhancement of professional understanding, behaviours and skills commensurate with Level 6 practice.

4. Indicative content
<p>The communication of their own context may take the form of a presentation and includes: Their evaluation of work related practice. Identification of projects or progression opportunities. Evaluation of their own practice within an identified context. Their analysis of their own progress.</p> <p>The presentation of physical (or virtual) promotional material includes: Contextualisation of practice and future career direction. The definition and analysis of a target audience or market. Communication of the concepts and context of their final year work to an audience. Personal marketing materials. Career or business plan and 12 month marketing plan as appropriate. Reports on visiting speakers, exhibitions, conferences, networking events etc.</p>

5. External/Industry links
<p>The module will pursue the overarching entrepreneurial and creative industry agenda of the programme and will expect students to articulate and deploy their independent awareness and knowledge of appropriate professional contexts within which their work may operate which may include international partnerships, placements and exchanges; links with professional networks and employers regionally, nationally and internationally; cultural phenomena including art fairs, competitions and biennales; postgraduate study opportunities.</p>

6. Assessment strategy, assessment methods and relative weightings

Summative assessment 100% by coursework:

Presentation and Research Journal (portfolio based) – to include evidence of critical engagement with a range of appropriate theoretical, conceptual and/or contextual source material. There should be written evidence of personal reflection and critical awareness when evaluating individual progress in relation to set briefs.

Targeted Promotional Material (portfolio based) – to include evidence of the ability to effectively plan, carry out, document, present and evaluate the practical and conceptual development of appropriate solutions to identified problems.

(Relative weightings will be defined in the assignment briefs)

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes					
	A1	B2	C1	C2	D3	D5
Presentation	X			X		
Research journal		X				X
Portfolio of promotional material			X		X	

8. Key reading list**Essential**

Author	Year	Title	Publisher	Location
O'Doherty, B.	1999	Inside the White Cube: The Ideology of the Gallery Space.	University of California Press	Berkeley
Rugg, J.	2011	Issues in Curating Contemporary Art and Performance	Intellect	London
Putnam, J.	2001	Art and Artifact: The Museum as Medium	Thames and Hudson	London

Recommended

Obrist, H. & Birnbaum, D.	2008	A Brief History of Curating	JRP/Ringier	Zurich
Hylton, R.	2007	The Nature of the Beast: Cultural Diversity and the Visual Arts Sector	ICIA/University of Bath	Bath
Van Noord, G.	2002	Off Limits: 40 Artangel Projects	Merrell	London
Crimp, D.	1995	On the Museum's Ruins.	MIT Press	Cambridge, MA
Koren, L.	2008	Wabi-Sabi for Artists, Designers, Poets and Philosophers	Imperfect Publishing	Point Reyes, CA

9. Other indicative sources (e.g. websites)

www.artquest.org
www.retitle.com

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate specific knowledge and specialist understanding of the professional and contextual location of their practice.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B2: Undertake independent research to identify and evaluate their personal and professional skills and the career or progression opportunities available to them.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Develop and implement a personal promotion strategy to communicate to relevant organisations.</p> <p>C2: Develop appropriate methods of professional presentation combining visual, verbal and written techniques</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D3: Use a range of appropriate communication methods to present themselves as professional practitioners to a relevant audience.</p> <p>D5. Demonstrate ability to plan and prepare for professional practice, through an awareness and understanding of the practical knowledge, skills and attributes required including evidence of ability to negotiate, collaborate and communicate in relevant contexts.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Independent study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPD303 Creative and Professional Conclusion	Level	6
Module Leader		Credit Value	40
Module Type	Theory and Practice	Notional learning hours	400

2. Rationale for the module and its links with other modules
This module represents the culmination of the knowledge, skills and understanding acquired throughout the entirety of the student's study on the programme through the engagement in a project that is the result of a self-initiated or self-selected brief.

3. Aims of the module
<ul style="list-style-type: none"> To enable students to demonstrate a synthesis of prior learning, practical and conceptual understanding in the resolution of a self-determined proposition. To produce a body of work and exhibit it publicly to the highest possible professional standard. To produce practical outcomes or artefacts to a standard that demonstrates a sound basis for progression to professional practice, the creative industries or post-graduate study. To engender autonomy and professionalism through an individually negotiated programme of study towards an identified area of specialism in Painting, Drawing and Printmaking.

4. Indicative content
<ul style="list-style-type: none"> Students will further refine and revise their statement of intent at the beginning of the module and with staff and peers will negotiate an appropriate area of study. Students will be expected to demonstrate an experimental approach to their practice and thoroughly document their working process and discuss it at suitable points in group critiques and personal tutorials. Students will pursue their practice towards a final body of course work exhibiting appropriate professional standards for Level 6 study. Students will evolve a written statement for submission at the summative assessment that provides an evaluation of their practice, a statement of artistic position and intent.

5. External/Industry links
<p>Students will be expected to position their work within a range of relevant contemporary international practitioners operating within their choice of discipline.</p> <p>The module will pursue the overarching entrepreneurial and creative industry agenda of the programme and will expect students to articulate and deploy their knowledge of appropriate professional contexts within which their work may operate. These may include international partnerships, placements and exchanges; links with professional networks in the region, nationally and internationally; cultural phenomena including art fairs, competitions and biennales.</p>

6. Assessment strategy, assessment methods and relative weightings
<p>Summative assessment 100% by coursework:</p> <p>Portfolio consisting of resolved and exhibited studio work, research work/files and other supporting materials</p> <p>A written statement including creative intent and an evaluation. (Relative weightings will be defined in assignment briefs)</p>

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
	Intended learning outcomes			
	A2	B3	C3	D2
Portfolio	X	X	X	X
Statement		X		X

8. Key reading list				
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Author	Year	Title	Publisher	Location
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To be determined by the student

9. Other indicative sources (e.g. websites)				
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To be determined by the student

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A2: Understand and demonstrate coherent and detailed subject knowledge and professional competences, some of which will be informed by recent research in the discipline.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area. Critiques: to enable students to articulate the link between theory and practice and how this supports the evaluative process. Lectures and seminars: to introduce the concepts and research methodologies involved. Studio development: to develop practice alongside other students within a climate of mutual theory/practice. Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B3: Effectively articulate their knowledge, understanding, attributes and skills in the contexts of their own creative practice.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area. Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. Studio development: to develop practice alongside other students within a climate of mutual theory/practice Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C3: Demonstrate their ability to synthesise analytical and intuitive approaches with a high level of process and professional skill.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area. Studio development: to develop practice alongside other students within a climate of mutual theory/practice. Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D2: Articulate the uncertainty, ambiguity and limitations of knowledge and value judgements in Painting, Drawing & Printmaking and wider professional contexts.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area. Lectures and seminars: to introduce the concepts and research methodologies involved. Independent study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPD304 Contexts of Practice 3	Level	6
Module Leader		Credit Value	20
Module Type	Theory & Practice	Notional Learning Hours	200

2. Rationale for the module and its links with other modules

This module provides students with two pathways. Each pathway supports the development of independent critical thinking and requires them to consider and contextualise their practice by situating it within a wider set of discourses and contexts.

Pathway One - Written Research Project (WRP) is an opportunity to conduct a substantive piece of independent research, which is focused on an area related to creative practice.

Pathway Two - Contextual Enquiry Project (CEP) is a practice-led research project with critical commentary, in which students conduct an in-depth inquiry intended to inform and reposition their creative practice.

3. Aims of the module

- To position students' own practice and/or relevant topic within an appropriate critical -and contextual framework – historical, contemporary and theoretical.
- To develop conceptual and critical thinking in relation to practice and to exercise critical judgement.
- To develop skills in primary research, critical analysis and evaluation and to synthesise information.
- To communicate and articulate ideas in an appropriate format.
- To develop awareness of students' own work and subject specialism in relation to other areas of art and design practice.

4. Indicative content

The module begins with the submission of an initial project proposal at the end of the summer term in level 5 indicating the research theme / pathway. At the start of the term in level 6, students will consolidate this proposal, after discussing it with their contextual research supervisor. Group seminars and discussions will address emerging research themes, reinforce research methodologies and develop a timeline for completion.

The delivery of the module is largely by individual project supervision and self-directed study, with students undertaking a consistent and rigorous independent research project with the support and guidance of their project supervisor, who will work with the student to guide and focus the research process.

5. External/Industry links

Visits
Site-based / industry / practice-based research
Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings

Students will engage in a self-directed project that links to their area of creative practice and research interests. The two pathways allow students to shape their research in a way that is appropriate to their creative and professional goals. Students will conduct a rigorous critical inquiry that consults and applies appropriate art, design and media related cultural/critical theory, all of which should be fully and correctly referenced following academic conventions (Harvard style) and with a list of illustrations appropriate to the study.

There are two options:

Pathway one: Written Research Project (WRP)

1 - A formal illustrated academic body of writing, 5,000 to 6,000 words in length, supported by a reflective journal or blog. Students are required to demonstrate evidence of appropriate research and understanding and the ability to apply appropriate critical analysis. Students should evidence ability to present a coherent argument that addresses key questions, areas of concern, or proposition.

Pathway two: Contextual Enquiry Project (CEP)

2 – A practice-led contextual inquiry research project (artefact/outcome), supported by a research document of 3,000 to 4,000 words (or equivalent), which evidences appropriate critical analysis and theoretical underpinning as well as demonstrating considered application of appropriate production skills, supported by reflective journal or blog.

Your tutor will advise you on the most appropriate pathway and agree on an approach to take, via your proposal.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes				
	A4	A5	B5	C4	D4
Written Research Project (critical writing) 5,000 to 6,000 words or Contextual Enquiry Project (critical writing with artefact) 3,000 to 4,000 words	X	X	X	X	X
Reflective journal/ blog	X	X	X	X	X

8. Key reading list

Author	Year	Title	Publisher	Location
Barrett, E. & Bolt, B.	2010	Practice as Research: Approaches to Creative Arts Enquiry	I.B. Tauris & Co. Ltd	New York
Brink-Budgen, Roy van den	2010	Critical Thinking for Students: Learn the Skills of Critical Assessment and Effective Argument (4th ed).	How to Books Ltd.	Oxford
Chambers, E., & Northedge, A.	2008	The Arts Good Study Guide (2nd ed)	Open University Press	Milton Keynes
Cottrell, S.	2005	Critical Thinking Skills: Developing Effective Analysis and Argument.	Palgrave Macmillan	Basingstoke
Dawson, C.	2009	Introduction to Research Methods. (4th ed)	How to Books Ltd.	Oxford
Denscombe, M.	2012	Research Proposals: A Practical Guide	Open University Press	Berkshire
Greetham, B.	2009	How to Write Your Undergraduate Dissertation	Palgrave Macmillan	Basingstoke
Oliver, P.	2012	Succeeding with Your Literature Review: A Handbook for Students	Open University Press	Berkshire
Smith, H. & Dean, R.	2009	Practice-led Research, Research-led Practice in the Creative Arts	Edinburgh University Press	Edinburgh
Swetnam, D. & Swetnam R.	2009	Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First Class Work (3rd revised ed)	How to Books Ltd	Oxford

Additional texts will relate to specific individual focus and subject of the research project.

9. Other indicative sources (e.g. websites)**Journals**

The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A4: Demonstrate an understanding of the overarching theories and practices that underpin their area of creative practice.</p> <p>A5: Demonstrate the ability to critically review, interpret, analyse, evaluate and synthesise ideas and concepts from a range of appropriate contextual sources.</p>	<p>Learning and teaching strategy</p> <p>Group discussions Research seminars Supervision Formative tutorials Self-directed independent study</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B5. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.</p>	<p>Learning and teaching strategy</p> <p>Group discussions Research seminars Supervision Formative tutorials Self-directed independent study</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C4 Evidence the ability to conduct a rigorous, independent research project that will inform their practice and future direction and produce a written and/or practice-led outcome that demonstrates a critical understanding of the thematic concerns and findings of a substantial research project.</p>	<p>Learning and teaching strategy</p> <p>Self-directed study Independent research</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D4: Conduct a rigorous, independent research project that demonstrates written, verbal and visual communication skills through the clear, focused presentation and articulation of ideas and concepts.</p>	<p>Learning and teaching strategy</p> <p>Communication skills Written/practical outputs Critical self-evaluation</p>