

MODULE SPECIFICATION PROFORMA

Module Title:	Engagement, Immersion & Practice	Level:	7	Credit Value:	40
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Module code:	ART713	Is this a new module?	YES	Code of module being replaced:	ART707
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Cost Centre:	GAAA	JACS3 code:	W100, W200
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Trimester(s) in which to be offered:	1	With effect from:	September 16
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School:	Media, Arts & Design	Module Leader:	Y. Williams
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Scheduled learning and teaching hours	60 hrs
Guided independent study	340 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered	Core	Option
MA Art Practice	✓	
MA Design Practice	✓	

Pre-requisites

Office use only

Initial approval September 16

APSC approval of modification

Have any derogations received SQC approval?

Version 1

No

Module Aims

This module addresses the relationship of the subject discipline, and the themes being explored by the student as subject matter. This is addressed by promoting objectivity in evidencing and evaluating the influence of external factors on the artist/designer's own creativity. The influences are divided into two broad sets of influence – those emanating from within the field of study, and those who may be considered the end user of the outputs (the audience).

By considering these influences, and by defending the relevance of the students' studio practice against the context of the field-leaders and audiences for the work, the student is able to locate their current practice in relation to their reference points. The module is about critically evaluating both the influences upon the work, and the influence the work may offer.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Critically debate through use of reflective practice, the complex and multiple contexts within which contemporary visual culture operates.	KS1	
2	Demonstrate advancing expertise in one or more specialised practice areas within the programme.	KS3	
3	Provide documentation of knowledge gained through conceptual analysis and in the development of theories, methods and practices related to this knowledge.	KS4	
4	Show evidence of engagement with the contemporary art and design community through primary research activity, visits and experiential learning.	KS8	

Transferable/key skills and other attributes

Derogations

None

Assessment:

The assessment will have 2 elements; one demonstrating practical skills and the other demonstrating critical and strategic thinking skills.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 3	Report	40%		2000
2	2, 4	Studio Practice	60%		

Learning and Teaching Strategies:

This module comprises an active part of induction to level 7 studies and the identification of the student's postgraduate challenge. The emphasis is placed on thoughtful planning of negotiated learning activity. Artists and designers express themselves in the problem solving activities they set themselves in response to the intended learning outcomes. These solutions to problems are expected to provide opportunity to extend knowledge and innovate actions, experiments, tests, prototypes, etc. which are captured by the intended learning outcome at assessment points. The student is taught to manage their learning and to regularly review their study to inform the incremental process of generating learning contracts that specify measurable objectives set against time.

Syllabus outline:

The student will be asked to identify major sources of influence and knowledge feeding into their current thinking in relation to their subject discipline. This will help the student to recognise their peer group and identify the range and breadth of thinking within the group. Tutor led discussions will identify current engagements with regional art and design stakeholders, such as Tate Liverpool, Bluecoat, FACT, Ruthin Craft Centre, Oriel Mostyn, The Whitworth Art Gallery, Manchester Art Gallery, Ruskin Art Centre, etc. Optional field trips will be encouraged in order that student engagement can be established and experiences shared between peers. The student will be encouraged to demonstrate self-initiated visits to engage in some primary researches, documenting what is influential by drawing, noting, photographing and filming materials for subsequent development. This development is expected to incorporate the students' subject matter and the knowledge gained from primary and secondary research into the works of others. The student will be asked to show evidence that an audience for the work has been considered in the development of studio practice, and that the resulting work has some application to the broader cultural environment outside the artist/designer's studio. Any visits and fieldtrips are to be funded by the student as an auxiliary aspect of learning. These visits and fieldtrips are not included in the programme fee.

Bibliography:

Essential reading

Barker, E. (Ed.) 1999, *Contemporary Cultures of Display*, Yale University Press, New Haven & London in association with The Open University
Burnett, R. 2004 *How Images Think*, The MIT Press
Freeland, C. 2003 *But is it Art?: An introduction to Art Theory* Oxford University Press.
Mirzoeff, N (Ed.) 2002, *The Visual Culture Reader*, Routledge

Other indicative reading

Working with the tutor, the students will identify additional titles that are relevant to their particular subjects and interests.