

Module specification

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Module code	ART718
Module title	Transitional Skills
Level	7
Credit value	30
Faculty	FAST
Module Leader	Dr Karen Heald
HECoS Code	101361
Cost Code	QAAA

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MA Art Interdisciplinary Practice	CORE
MA Design Interdisciplinary Practice	CORE

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	32 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	13 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	45 hrs
Placement / work based learning	0 hrs
Guided independent study	255 hrs
Module duration (total hours)	300 hrs

For office use only	
Initial approval date	14/5/2021
With effect from date	September 21
Date and details of revision	
Version number	1

Module aims

- Develop autonomy in the postgraduate learner
- Build knowledge through empiricism
- Extend levels of objectivity in determining achievement and goals
- Develop the concept of continuous improvement and higher achievement

Module Learning Outcomes - at the end of this module, students will be able to:

1	Extend and apply practical skills to innovative and challenging situations, ideas or technologies.
2	Evidence creative risk taking and experimentation as advanced creative process.
3	Critically review working methods to evaluate effective progress towards agreed objectives.
4	Report on the effective use of learning time in practice, providing a balanced critique of issues, obstacles and achievements.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment will be based on the ability to evidence the carefully considered requirement for, and subsequent acquisition of, a skills base to enhance the portfolio of practice. The student will be required to undertake a skills audit, show the planning structure for the periods of skills acquisition and the ability to work flexibly in order to attain knowledge. The student will evidence this by submission of a statement of intent and an evaluative written commentary. The practice is to be reviewed and critically evaluated in an oral assessment.

Coursework component:

- Body of Work
- Oral Assessment

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Coursework	100%

Derogations

None

Learning and Teaching Strategies

The student will be engaged in reflective practice in order that a strategic and personal learning plan can be formulated between the student and module tutors. In order to avoid isolation of individuals developing skills across the facilities and workshops of the School, the cohort will meet periodically to critique progress and share experiences. This process will contribute to the Critical Evaluation content.

Indicative Syllabus Outline

The student will learn to audit existing skills through a workshop with tutors and devise a strategic plan of activity towards development of identified discipline/s. This will encourage “ownership” of learning and development of a statement of intended learning.

The tutors will encourage group discussion of a developmental nature within the cohort, looking to the cohort to work out strategies for accessing opportunities to learn from each other and to apply existing skills to new and unpredictable situations or media. The student will be required to show autonomy and good self-management.

Indicative Bibliography

Essential Reads

Adamson, G., & Bryan-Wilson, J. (2016). *Art in the Making: Artists and their Materials from the Studio to Crowdsourcing*. London. Thames and Hudson.

Franklin, K., & Till, C. (2019). *Radical Matter: Rethinking Materials for a Sustainable Future*. London. Thames and Hudson Ltd; Illustrated edition.

Other indicative reading

Bolt, B. (2004). *Art Beyond Representation: The Performative Power of the Image*. London: I.B. Tauris.

Carter, P. (2005). *Material Thinking: The Theory and Practice of Creative Research*. Melbourne, Melbourne University Publishing.

Dunne, A., & Raby, F. (2014) *Speculative Everything: Design, Fiction, and Social Dreaming*. Cambridge, Massachusetts. The MIT Press.

Hoptman, L. J. (2014). *The Forever Now: Contemporary Painting in an Atemporal World*. New York, Museum of Modern Art.

Rogers, F. & Houghton, M. (2017). *Firecrackers: Female Photographers Now*. London, Thames & Hudson.

TRACEY. (2015). *Drawing Ambiguity: Beside the Lines of Contemporary Art*. London. I Tauris & Co Ltd. [Link for online text](#)

Uroskie, A. V. (2014). *Between the Black Box and the White Cube: Expanded Cinema and Postwar Art*. Chicago, University of Chicago Press.

Woodward, S. (2019). *Material Methods: Researching and Thinking with Things*. London. Sage Publications.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication