**University of the West of Scotland**

**Module Descriptor**

**Session: 2024-2025**

| Title of Module: Applied Creative Contexts | | | |
|---|---|---|---|
| Code: CMPG11004 | SCQF Level: 11 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Business and Creative Industries | | |
| Module Co-ordinator: | Dr Kathryn A. Burnett | | |

**Summary of Module**

This module offers a set of framing contexts on selected creative media concepts, practices and critical perspectives. It presents students with inquiry-based exploration of selected creative contexts learning content as informed by cultural, political and economic agenda. The module content and delivery is framed around a set of key learning dimensions designed to enhance understanding and evidencing of advancing graduate attributes including critical thinking, empathy, literacies, and learner confidence. The module's content and assessment context is consciously informed by the UN's SDG framework as it applies to arts, media and creative contexts in Scotland and internationally. The module team delivers research informed teaching practice encouraging and engaging students to examine and respond to research accounts. Working through a selection of appropriate sector, industries and community context examples students undertake self-directed, peer-engaged and tutor supported study. Assessment offers students opportunities to evidence module learning through engagement with creative research and arts praxis, debates and concepts, and develop their own critically informed content and reflective analysis in response to assessment briefs. Key thematic content includes: Creative and Critical Thinking; Creative Process; Creative Identity; Media, Art and Digital Literacies; Cultural Work, Creative and Cultural Industries; De-colonising our Local and Transnational perspectives; Creative Media and the Anthropocene.

| Module Delivery Method | | | | | |
|---|---|---|---|---|---|
| Face-To-Face | Blended | Fully Online | HybridC | Hybrid 0 | Work-Based Learning |
| ☐ | ☒ | ☐ | ☐ | ☐ | ☐ |
| **See Guidance Note for details.** | | | | | |

| Campus(es) for Module Delivery |
|---|
| The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate) |

| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
|---|---|---|---|---|---|---|

| ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | Add name |
|---|---|---|---|---|---|---|

| **Term(s) for Module Delivery** | | | | | |
|---|---|---|---|---|---|
| (Provided viable student numbers permit). | | | | | |
| Term 1 | ☒ | Term 2 | ☐ | Term 3 | ☐ |

| **Learning Outcomes: (maximum of 5 statements)** <br> **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** <br> At the end of this module the student will be able to: | |
|---|---|
| L1 | Students will evidence understanding and application of creative context knowledge, debates and research legacies pertaining to creative media as per selected module themes. |
| L2 | Students will research and produce a practice informed reflective portfolio that demonstrates engagement with creative identity, critical thinking and media literacy. |
| L3 | Students will demonstrate postgraduate level skills regarding evaluating their learning in respect of complex issues, informed judgements, insights, interpretations through a formal presentation. |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
|---|---|
| **SCQF Headings** | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF Level **11** <br><br> Demonstrate and work with: <br> A critical understanding of relevant theories, concepts and principles underpinning creative media production and its reception. <br> An awareness of the economic forces which frame the media, cultural and creative industries, and the role of such industries in specific areas of contemporary political and cultural life. |
| Practice: Applied Knowledge and Understanding | SCQF Level **11** <br> Delivery will employ a range of expertly researched and context appropriate theoretical materials which are at the forefront or informed by forefront developments associated with critical theory pertaining to creative media and practice, with particular relevance to Scotland in comparative context. Students will be expected to: <br><br> Use key academic content and research materials to explore and evaluate how key theory and critical thinking is applied in reference to comparative contexts of creative media. <br><br> Demonstrate an understanding of originality or creativity in the application of this knowledge, by producing accounts that evidence understanding of the value of applying related theory to research and practice. <br><br> Recognise the application of a range of standard and specialised research instruments and techniques of inquiry in both the academic and industry led research on Scotland's creative media. |

| Generic Cognitive skills | SCQF Level **11** |
|---|---|
| | Students will be supported and enabled to apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of media theory and creative practice. They will be appropriately taught, tutored and enabled to enhance their existing individual and transferable skills and encouraged to: |
| | Deal with complex issues and make informed judgements, insights, interpretations and solutions to problems and issues via class activities and module content. |
| | Identify, conceptualise and define new and abstract problems and issues with reference to academic reading and critical debate materials. |
| | Develop original and creative responses to critical debates, industry and policy developments and issues via written and oral assessment. |
| Communication, ICT and Numeracy Skills | SCQF Level **11** |
| | Students will be required to demonstrate a range of appropriate written and oral communication and basic ICT skills. They will be tutored in a number of advanced and specialised skills relevant to researching and critically evidencing debates within creative media, theory and practice. This will include developing individual student's capacity to: |
| | Communicate verbally and in written work with peers, with senior academics, and industry and practice specialists. |
| | Use an appropriate range of ICT resource including specialist software to support and enhance work at this level. |
| | Demonstrate full engagement with the available research and content materials to underpin learning and assessment. |
| Autonomy, Accountability and Working with others | SCQF Level **11** |
| | Exercise substantial autonomy and initiative in professional and equivalent activities by producing postgraduate level written and oral accounts evidencing individual academic study and critical engagement. |
| | Responsibility for one's own work will be evidenced in the capacity to demonstrate ongoing preparation for assessment and in the meeting of assessment deadlines and requirements. |
| | Take responsibility for independent researching of appropriate Resources as relevant to Independent study and assessment. |
| | Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach. |

| **Pre-requisites:** | Before undertaking this module the student should have undertaken the following: | |
|---|---|---|
| | **Module Code:** | **Module Title:** |
| | **Other:** | |

| Co-requisites | Module Code: | Module Title: |
|---|---|---|
| | | |

*Indicates that module descriptor is not published.

**Learning and Teaching**

**In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.**

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Normally totalling 200 hours):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Laboratory/Practical Demonstration/Workshop | 12 |
| Tutorial/Synchronous Support Activity | 12 |
| Asynchronous Class Activity | 12 |
| Independent Study | 164 |
| | Hours Total 200 |

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

**Art and the Public Sphere** : https://intellectdiscover.com/content/journals/aps

ASAD Thematic Network Resources on **Sustainable Arctic Arts and Design**:
https://www.uarctic.org/activities/thematic-networks/arctic-sustainable-arts-and-design-asad/

Wilson, P. and Stewart, M. (Eds). (2008). **Global Indigenous Media: cultures, poetics, and politic.** Duke University Press.

Please ensure the list is kept short and current.  Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

**Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

| **Equality and Diversity** |
| --- |
| The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code.]()<br><br>Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics.. |
| (N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School) |

**Supplemental Information**

| | |
| --- | --- |
| **Divisional Programme Board** | Arts & Media |
| **Assessment Results (Pass/Fail)** | Yes ☐No ☒ |
| **School Assessment Board** | Arts & Media |
| **Moderator** | Mr Tony Grace |
| **External Examiner** | Mr D Griffiths |
| **Accreditation Details** | e.g. ACCA Click or tap here to enter text. |
| **Changes/Version Number** | |

| **Assessment: (also refer to Assessment Outcomes Grids below)** |
| --- |
| Assessment 1 (40%) Reflective Portfolio |
| Assessment 2 (60%) Presentation |
| (N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.<br>(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.) |

**Assessment Outcome Grids (See Guidance Note)**

| Component 1 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| Portfolio | ✓ | ✓ | | | | 30% | 0 |

| Component 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| Presentation | ✓ | | ✓ | | | 70% | 0 |
| **Combined Total for All Components** | | | | | | **100%** | **0 hours** |

**Change Control:**

| What | When | Who |
|---|---|---|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020 | H McLean |
| Updated contact hours | 14/09/21 | H McLean |
| Updated Student Attendance and Engagement Procedure | 19/10/2023 | C Winter |
| Updated UWS Equality, Diversity and Human Rights Code | 19/10/2023 | C Winter |
| Guidance Note 23-24 provided | 12/12/23 | D Taylor |
| General housekeeping to text across sections. . | 12/12/23 | D Taylor |

**Version Number: MD Template 1 (2023-24)**