

## University of the West of Scotland

## Module Descriptor

Session: 2024-2025

<b>Title of Module: Research: Critical Development</b>			
<b>Code: CMPG11005</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Dr Kathryn A. Burnett		
<b>Summary of Module</b>			
<p>The module addresses a selection of critical debates around a range of research techniques, methodologies and practices that facilitate the critical development of research across a broad spectrum of creative disciplines. The module offers an opportunity for students to engage with the key ideas and debates relating to creative practice research. This module prepares the ground for the Masters Creative Project module. It also provides clear grounding for students at postgraduate level in understanding key skills and the critical debates around the relationship between research and creative practice, and its critique. Students will be required to evidence their rationale for the selecting of a research informed creative practice project, as well as their understanding of research techniques, approaches and methodologies as appropriate to realise this project's ambition. Students will be able to demonstrate their awareness of the significance of framing creative research practice inquiry appropriately. Themes include:</p> <ul style="list-style-type: none"> <li>Understanding Creative Practice as Research; and Research as informing of Creative Practice.</li> <li>Exploring ideas of Knowledge, Creative Thinking and Reflective Practice: Mastersness</li> <li>Interdisciplinary and Cross-disciplinary focus to research as practice/practice as research;</li> <li>Evaluating Research Practice as process including: <ul style="list-style-type: none"> <li>Ethics, Project Management, Resources, Research Professionalism</li> <li>Audience, Dissemination and Delivery</li> <li>Professional, Industry and Creative Sector ambitions.</li> </ul> </li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
The module will <b>normally</b> 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:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Engage with and critically review their individual understanding of research processes and practice in relation to creative practice.
L2	Produce a practice project proposal that details research skills and practice methodologies including those most applicable to creative contexts (e.g. broadcasting, film, music, art, creative writing, or performance).
L3	Prepare, review, and reflect upon an effective programme of research development leading to a portfolio of elements meeting the requirements of postgraduate and professional levels of creative practice.

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)	<p><b>SCQF Level 11</b></p> <p>A critical understanding of the principal theories, concepts and principles associated with research for and related to creative practice.</p> <p>An extensive, detailed and critical knowledge and understanding in research methodologies much of which is at or informed by developments at the forefront of research in and focused on creative practice.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 11</b></p> <p>Use a selection from a range of research methods techniques and practices at the forefront or informed by key developments creative practice.</p> <p>Demonstrate originality or creativity in the application of knowledge and understanding of research and research methods as applied to creative practice.</p>
Generic Cognitive skills	<p><b>SCQF Level 11</b></p> <p>Apply critical analysis, evaluation and synthesis to the deployment of research methods informed by developments at the forefront of creative research.</p>

	<p>Develop original and creative responses to problems and issues relating to creative practice and related research.</p> <p>Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 11</b></p> <p>Use a range of advanced and specialised communication and dissemination skills relevant to the accounting for creative research such as:</p> <ul style="list-style-type: none"> <li>• communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise;</li> <li>• communicate with peers, more senior colleagues and specialists.</li> </ul>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 11</b></p> <p>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.</p> <p>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.</p> <p>Take responsibility for independent researching of appropriate Resources as relevant to Independent study and assessment.</p> <p>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.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Laboratory/Practical Demonstration/Workshop	6
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	12
Independent Study	170
	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:

Leavy, P. (Ed.). (2018). Handbook of Arts-Based Research, Guilford Publications Inc. M.U.A.

Nelson, R. (Ed.). (2013). Practice as Research in the Arts Principles, Protocols, Pedagogies, Resistances, Houndmills, Basingstoke: Palgrave Macmillan.

Vear, C. (Ed.). (2021). The Routledge International Handbook of Practice-Based Research. Milton: Routledge.

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](#).

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

<b>Divisional Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Arts & Media
<b>Moderator</b>	Mr Tony Grace
<b>External Examiner</b>	Mr D Griffiths
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	

### Assessment: (also refer to Assessment Outcomes Grids below)

**Assessment 1 (25%)** An "academic poster" presentation forms the basis of Assessment 1. It will demonstrate module learning engagement, via an outlining of MA Creative Project research informed development, intentions and ambition. It accounts for 25% of the module marks

**Assessment 2 (75%)** Assessment 2 is a creative project proposal portfolio. In written and illustrative form, this submission will evidence a module learning engagement in the form of a significant portfolio of research proposal development, (e.g. effective research design, rationale and critique of appropriate research elements for the realisation of a significant research informed creative production/practice project. This submission accounts for 75% of module marks

(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.

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetable Contact Hours</b>
Presentation	✓	✓				25%	0

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetable Contact Hours</b>
Portfolio of written work	✓		✓			75%	0
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0 hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**