Module Descriptor

Title	Visual Arts In Context		
Session	2026/27	**Status**	
Code	GRAM08005	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Trent Kim		

Summary of Module

This module consolidates and builds on knowledge established in Level 7 theoretical studies, with a particular focus on photography, contemporary art practice and visual communications. Through a series of lectures and seminar-based discussions, students will develop a deeper understanding of interrelationships between various media and contextual factors informing the creation of such artefacts.

They will also develop visual and critical skills in observation and interpretation enabling them to draw upon personal responses to artefacts, while also recognising how these should be distinguished from other relevant meanings.

Visual Arts in Context provides students with a contextual awareness for their practice as creative practitioners, in addition to enhancing their intellectual abilities through critical awareness. The module further develops verbal and written communication skills through student-led presentations and written assignments, skills essential for both professional practice and further study.

Key Topics:

- Emerging art forms in the 20th Century to present day.
- Photography
- Contemporary art practice
- Visual Communications
- Digital Art and Design

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☒ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Identify and discuss the key ideas and inter-related contexts informing the creation of a range of contemporary art, visual communication, and photography practices.
L2	Apply skills in visual and formal analysis to produce written responses to selected artefacts.
L3	Deliver individual presentations to a peer group critically discussing the work of a selected video artist/ digital artist.
L4	
L5	

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 8** Demonstrate and/or work with: · a broad knowledge of the scope, defining features, and main areas of contemporary art, photography and visual communications practice. · an understanding of the critical and contextual dimensions of the above art forms in particular, and of art and design in general, for example the business, cultural, economic, environmental, ethical, global, historical, political, societal, and/or theoretical contexts; · limited knowledge and understanding of some major current issues and specialisms;

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	· an understanding of the implications and potential for art presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design related fields.
Practice: Applied Knowledge and Understanding	**SCQF 8** Use a range of routine skills, techniques, practices and/or materials associated with a subject, a few of which are advanced or complex. They will be required to demonstrate an ability to: · generate ideas, concepts, proposals, solutions or arguments independently in response to set briefs and/or as self-initiated activity; · employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination whilst observing good working practices.
Generic Cognitive skills	**SCQF 8** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understandings of the time-based/ digital art. Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues; Demonstrate an ability to: employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry; analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation.
Communication, ICT and Numeracy Skills	**SCQF 8** · Convey complex information to a range of audiences and for a range of purposes; · articulate ideas and information comprehensibly in visual, oral and written forms; · present ideas and work to audiences in a range of situations. · source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.
Autonomy, Accountability and Working with Others	**SCQF 8** · Manage resources within defined areas of work; · Take the lead on planning in familiar or defined contexts; · study independently, set goals, manage their own workloads and meet deadlines; · select, test and make appropriate use of materials, processes and environments.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: D'Alleva, A. (2006) How to Write Art History, London: Laurence King* Barnet, S. (2007) A Short Guide to Writing About Art (9th edition) New York: Prentice Hall* Stiles, K., & Selz, P. H. (2012). Theories and documents of Contemporary Art: A Sourcebook of Artists' writings. University of California Press.*
(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:** Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study.

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.

(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Arts and Media
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	0.2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay (1,500 words) Research an artist, designer, art movement, exhibition or artefact. Make critical and reflective observations about the subject matter and its context within 20th and 21st century Visual Art, Design and Culture, it's impact upon society and if/how it has affected other areas of contemporary art and design. Do not simply describe, but enquire, evaluate and where relevant argue or criticise the subject, citing academic references and articles in support of your observations. This will account for 50% of your total mark.
Assessment 2
Produce a presentation (PowerPoint, Video or similar), which you will give to your staff and peer group. (Ten minutes approx.) Include well-researched visual material, professional layout and clear descriptions outlining the work of an artist, photographer, designer, art movement, exhibition, or artefact. Again, consider the wider impact of the subject and make reflective and considered comment on its importance, or how it might relate to your practice and or professional goals and aspirations within the context of 20 and 21st Century Art, Design and Culture. Cite academic references and articles in support of your observations. This will account for 50% of your total mark.
Assessment 3
(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.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☒	☒	☐	☐	☐	50	1.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☒	☐	☐	50	1.5

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	3 hours

Change Control

What	When	Who
Staff changes due to OCP – MC tbc	March 26	C Mackenzie