University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: **Moving Image & Time-based Art**			
Code:	**SCQF Level: 9** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Aislinn White		

Summary of Module
Contemporary artworks that include video, film, moving image, performative elements, audio, or computer technologies are referred to as time-based works because they have duration as a dimension and unfold to the viewer over time.

The purpose of this module is to enable students to develop their own creative vision as they consider the potentials of time, durational elements and new technologies as part of their artmaking practices. Students will discover ways to express their own voices and ideas within a range of time-based media, digital technologies, audio-visual formats, and space-based installations.

Students will work on an individual project, involving personal studio-based, and/or site-specific activity.

Through online workshops, seminars, and tutorials, students will meet throughout the module to critically engage with each other's work, and participate in shared discussions informed by the various stages of their ongoing creative work.

This activity will allow the student to produce creative work which involves moving image and time-based art modes.

Alongside practical and applied skills development, students will achieve an increased contextual understanding and critical awareness of key practitioners and artworks which have drawn on such creative and technologically informed modes. This will allow students to realise the future potential of their own work as part of this developing creative landscape.

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) **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	Demonstrate critical knowledge and understanding of selected historical and contemporary practices used in the area of moving image and time-based art modes.
L2	Apply a range of specialist practical skills associated with moving image and time-based art modes, including creative consideration of space and/or installation, through personally generated studio practice.
L3	Produce a moving image and time-based artwork with accompanying critique, which communicates and presents personal creative and technical choices.
L4	Engage with and respond to feedback throughout the module (formally and informally), through personal tutorials and peer review.
L5	Demonstrate autonomy through the development of original approaches involving time-based art modes as a creative practitioner.

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 9. Demonstrate an integrated and critical knowledge of some of the historic and contemporary contexts associated with time-based art modes.
Practice: Applied Knowledge and Understanding	SCQF Level 9. Deploy a range of creative and technical skills within a focus time-based art mode to an advanced level of competence.
Generic Cognitive skills	SCQF Level 9. Make informed judgments about creative practice in the area of specialism. Demonstrate creative originality in responses to briefs. Exercise disciplinary awareness in the handling of unpredictable elements as part of a creative process.

Communication, ICT and Numeracy Skills	Communicate effectively through critically reflective modes. Use a range of specialist technologies to support and enhance work.
Autonomy, Accountability and Working with others	SCQF Level 9. Autonomously and innovatively devise creative work. Seek guidance, where appropriate, in order to manage ethical and professional issues in response to needs of personal creative activity. Develop the capacity to identify and communicate constructive feedback with peers in aspects relating to creative practice.

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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Asynchronous Class Activity	12
Tutorial/Synchronous Support 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:

Bassot, Barbara., 2016. The reflective practice guide: an interdisciplinary approach to critical reflection. Routledge

Curtis, David., 2007. A history of artists' film and video in Britain. BFI.

King, H. (2015) Virtual Memory: Time-Based Art and the Dream of Digitality. Duke University Press Books.

Gibbons, Joan., 2007. Contemporary art and memory: images of recollection and remembrance. I. B. Tauris.

Please also see - https://uws-uk.alma.exlibrisgroup.com/leganto/public/44PAI_INST/lists/11343492410003931?auth=LDAP&section=11343492430003931

(**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 will be expected to engage with online class-taught activity, focused group critiques, personal tutorials/supervision, and independent studio-based development time.

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

Divisional Programme Board	Arts and Media

Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Arts and Media
Moderator	Trent Kim
External Examiner	G Wall
Accreditation Details	-
Changes/Version Number	1.03

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 -- Creative Output (Creative Output / Audiotapes /Videotapes / Games / Simulations)
Assessment 2 -- Written Critique (Review / Article / Critique / Paper)
(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)

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
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	✓	✓	✓	✓	✓	75	3

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
Review/ Article/ Critique/ Paper	✓	✓	✓	✓	✓	25	1

Combined Total for All Components	**100%**	**4 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)