

## University of the West of Scotland

### Module Descriptor

**Session: 202324**

<b>Title of Module: Practice in Context</b>			
<b>Code:</b> DAAD10007	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points:</b>	<b>ECTS: (European Credit Transfer Scheme) 10</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Blane Savage		
<b>Summary of Module</b>			
<p>Practice in Context offers students the opportunity to gain credit for a specific contemporary practice developed professionally for a particular context. The specific contemporary practice can result in live art installations, exhibitions, performance, screenings or any other appropriate art form developed for a specific community or a particular context. The module is designed to assist students to enhance their skills in such a way that it facilitates professional career development in the arts sector where there are increasing opportunities for employment upon graduation.</p> <p>Students will be required to demonstrate practical skills with art or interdisciplinary work. As a 'reflective practitioner' students will identify and deal with artistic, practical and ethical challenges. Students will be expected to demonstrate their awareness and the relevance of their choices leading them to deploy a range of professional creative skills to realise a contemporary practice-based project. Through this creative process the student will take responsibility for creative, technical and conceptual choices in their professional practice whilst noting how they managed all ethical, legal and regulatory practice.</p> <p>Students will be encouraged to work with peers and explore individual research and technical expertise within a group context and collaborative working practices.</p> <p>Create opportunities, contacts and professional skills in a real-world artistic environment</p> <p>Develop abilities in autonomous working, leadership skills and planning</p> <p>Consideration of applied theory in an identified context/environment/situation</p> <p>Develop new and existing professional creative skills associated with their chosen output</p> <p>Presentation and articulation of skills development and professional experience</p>			
<b>Module Delivery Method</b>			

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<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>					

Campus(es) for Module Delivery						
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 checked="" type="checkbox"/>	Term 2	<input 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	Demonstrate professional level insight into contemporary debates and issues in your chosen professional field of practice.
L2	Deploy a range of professional creative skills to realise contemporary practice.
L3	Critically engage with conventions related to presenting creative work, and specific contexts for this.
L4	Autonomously manage the practical, ethical, legal and regulatory elements of creative work.
L5	Click or tap here to enter text.
Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>10</b> Demonstrate critical insight into contemporary debates and issues related to the reception, creation and interpretation of contemporary art and design.

	<p>Demonstrate command of a variety of advanced research methodologies.</p> <p>Demonstrate specialist professional knowledge and understanding of the global context of at least one area of contemporary art and design practice.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 10</b></p> <p>Deploy critical, integrated and comprehensive knowledge and understanding of the landscape of contemporary art and design theory.</p> <p>Apply a critical awareness of the interplay between creative and critical modes of enquiry in contemporary art and design.</p> <p>Apply specialist professional knowledge in contemporary art and design practice.</p>
Generic Cognitive skills	<p><b>SCQF Level 10</b></p> <p>Offer professional insights, interpretations and solutions to problems and issues.</p> <p>Critically use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, evaluate and organise material. Conceive, develop and realise professional level collaborative dynamics.</p> <p>Conceive, develop and realise professional level collaborative dynamics.</p>
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 10</b></p> <p>Utilise and adapt specialist professional platforms to undertake and present outcomes.</p> <p>Convey individual research findings convincingly to expert audiences using appropriate professional modes.</p> <p>Communicate with peers, senior colleagues and specialists on a professional level.</p>
Autonomy, Accountability and Working with others	<p><b>SCQF Level 10</b></p> <p>Exercise autonomy and initiative in engaging with complex/professional problems and issues.</p> <p>Realise autonomous extended research activity. Exercise significant autonomy and initiative in professional activities.</p> <p>Communicate with peers, senior colleagues and specialists on a professional level.</p>

	Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.	
<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>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	1
Laboratory/Practical Demonstration/Workshop	12
Independent Study	175
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

Doherty, C. (ed.) (2004a) Contemporary art?: from studio to situation . London?.,Black Dog

Reilly, M. (2018) Curatorial activism [electronic book]?: towards an ethics of curating . Lucy R. Lippard (ed.). London?., Thames & Hudson.

Stallabrass, J. (2004) Art incorporated?: the story of contemporary art . Oxford?., Oxford 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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

### **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>	Tony Grace
<b>External Examiner</b>	Dr Gina Wall
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1.05

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>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).  <b>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.</b>  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. <a href="#">Click or tap here to enter text.</a></p>
<p><b>Assessment 1</b> Project [Portfolio of Practical Work] (60%)</p> <p>Presentation/Demonstration/Communication of contemporary arts practice</p>
<p><b>Assessment 2</b> Written reflection (40%)</p> <p>Written reflection that contextualises the practice and accounts for creative and practical decisions (1000 words)</p>
<p><b>Assessment 3 – Free Text</b></p>
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

**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>Timetabled Contact Hours</b>
Portfolio of practical work	x	x	x	x	x	60	20

<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>Timetabled Contact Hours</b>
Portfolio of Prac – Project	x	x	x	x		40	5

<b>Component 3</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>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>25 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)**

