

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module: Presentation &amp; Promotion</b>			
<b>Code: DAAD10003</b>	<b>SCQF Level: 10 (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 & Creative Industries		
<b>Module Co-ordinator:</b>	Chris Mackenzie		
<b>Summary of Module</b>			
<p>This module will equip the student with practical and planning skills to enable them to promote, stage and implement the professional display, exhibition, or distribution of their work to an audience, company, or platform.</p> <p>This will involve practical lectures, workshops, field trips and task-based exercises, resulting in the creation of a portfolio of work OR mounting of an exhibition to a professional standard.</p> <p>Students will be largely responsible for the preparation, management, and display/dissemination of their works, although significant advice, input and guidance will be provided by Staff involved in the delivery of the module.</p> <p>In addition to the standard notional hours required to complete this module, there are an additional 4 hours devoted to personal development planning; this will allow the student to effectively engage with professional issues through field trips, reflective observation, critical appraisal and networking within their field of study.</p> <p><u>Key Content/Scope Topics</u></p> <ul style="list-style-type: none"> <li>• Self-Promotion and marketing Entrepreneurship</li> <li>•• Portfolio production and dissemination Research into Business Start-Up</li> <li>•• Presentation/production/installation of final strategies/works</li> </ul>			

Module Delivery Method					
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"/>
<p><b>See Guidance Note for details.</b> Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p>					

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 checked="" 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 critical knowledge and understanding of the structure of the creative and cultural industries and its characteristic models of employment.
L2	Participate responsibly in peer review and conduct critique of contemporary creative industries practice.
L3	Critically and effectively identify, plan and understand strategies for an Art and Design exhibition or Portfolio.
L4	Demonstrate practical knowledge in implementing the production of an exhibition or portfolio of work
L5	Create, deliver, and present original works to deadlines to a professional level.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>		
<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)	<p><b>SCQF Level 10</b>            Show a critical understanding of the artist's or designer's relationship with audiences, clients, markets, users, consumers, and/or participants.            Understand the implications and potential for their discipline presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design</p>	
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 10</b>            Use a range of critical skills, manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination, such as galleries or online platforms. Develop ideas through to material outcomes, for example images, artefacts, products, systems and processes, or texts</p>	
Generic Cognitive skills	<p><b>SCQF Level 10</b>            Critically identify personal strengths and needs in relation to the given tasks</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 10</b>            Make formal presentations of ideas and work to audiences in a range of situations</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 10</b>            Exercise autonomy and initiative. Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity.             Apply resourcefulness and entrepreneurial skills to support their own practice, and/or the practice of others</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title</b>
	DAAD09011	Moving Image & Time-based Art
	FILM10003	Motion Graphics – Film & TV
	<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	23
Tutorial/Synchronous Support Activity	23
Practice Based Learning	14
Independent Study	140
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

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

The British Council:

[www.educationuk.org](http://www.educationuk.org)[www.educationuk.org/pls/hot\\_bc/page\\_pls\\_user\\_article?x=682120564912&y=0&a=0&d=1318](http://www.educationuk.org/pls/hot_bc/page_pls_user_article?x=682120564912&y=0&a=0&d=1318)

The National Society for Art and Design: [www.nsead.org](http://www.nsead.org)

About.com; Planning an art exhibition: [www.painting.about.com](http://www.painting.about.com)

Self-Promotion for Artists: [www.artquest.org.uk](http://www.artquest.org.uk)

The Royal Academy of Arts: [www.royalacademy.org.uk](http://www.royalacademy.org.uk)

(\*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.

**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>	Blane Savage
<b>External Examiner</b>	G Wall
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	2.08

<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>
Assessment 1 - Research and Development Work - 50%
Assessment 2 - Final Presentation of portfolio or exhibition - 50%
Assessment 3 –
<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)

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
CWRK	√	√	√			50	12

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			√	√	√	50	18

Component 3							
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
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0 hours</b>

**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)**