

Title of Module: Creative Research Project			
Code: JOUR10004	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Kate Cotter		
Summary of Module			
<p>The Creative Research Project provides students with the opportunity to develop a significant creative research practice output which will be the result of a strong industry and production focus with critical evaluation and academic underpinning. The precise nature of the project will vary with programme-specific study and student interests but examples include: short film or documentary, short graphic novel, TV series pilot, podcast, multimedia portfolio of news, live performance of a short play, features and sports content, an EP or series of participatory arts workshops.</p> <p>This creative research practice output is accompanied by a written contextualisation.</p> <p>Or students have the option to write a dissertation with a smaller creative practice output.</p> <p>A project outline will be produced early in the process in which students present their research including any preparatory paperwork.</p> <p>Under the guidance of an allocated supervisor, students are given the freedom to pursue their creative research interest in depth producing a substantial creative output or a 10,000 dissertation while consolidating the wide range of learning and practice to which they have already been exposed. The design and implementation of the project serves to allow students to demonstrate to examiners, to peers and to potential employers, their command of their chosen creative practice and associated critical theory, as well as their analytical skills and an awareness of both the principles and practice of research more generally. The final project will be produced in consultation with supervisory staff and will be subject to continuing progress review.</p> <p>Key content/skills/scope:</p> <ul style="list-style-type: none"><li>• Students will undertake a substantial piece of work encompassing presenting their proposal for feedback in Trimester 1, leading to a final research project in Trimester 2.</li><li>• Ability to produce work to meet the professional standards and guidelines expected by the relevant industry.</li><li>• Ability to present creative research work while engaging in critical reflection and evaluation of chosen subject area.</li><li>• Develop research which has complex and sophisticated outcomes.</li><li>• Ability to show link between creative production and research themes.</li></ul>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> 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> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
	✓					✓
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3		

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Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate and apply a critical understanding of a range of specific theories, concepts and methodological processes in a defined project of creative research practice (Applied Knowledge &amp; Understanding).</p> <p>L2. Demonstrate and apply a wide range of professional skills, techniques and practices, a few of which should be specialised or advanced, in a defined project of creative research practice (Applied Knowledge &amp; Understanding).</p> <p>L3. Critically identify, define, conceptualise, analyse and or synthesise complex/professional research questions related to research lead creative practice in the creative and cultural industries (Cognitive).</p>

<p>L4. Present and disseminate, formally and informally, information related to an independent project of research informed creative practice, to informed audiences, utilising appropriate academic and creative conventions (Communication).</p> <p>L5. Exercise autonomy, ethical accountability and reflexivity in the development of a sustained independent project of research informed creative practice (Autonomy).</p>	
<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>SCQF Level 10. Recognising, understanding and critically evaluating existing knowledge, theories and concepts underpinning the chosen research topic and creative project.</p> <p>Critically evaluating appropriate research methods in chosen topic.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10. Applying appropriate research methodology for chosen topic. Critically evaluating evidence acquired through research.</p> <p>Applying appropriate advanced production, media and information gathering techniques.</p> <p>Critically evaluate information acquired during research.</p>
Generic Cognitive skills	<p>SCQF Level 10. Deriving judgements and conclusions with sound theoretical underpinning about the merits of competing schools of thought or evidence, within chosen topic.</p> <p>Demonstrating self-critical awareness, scholarship and originality in addressing the practical and ethical issues of research.</p> <p>Demonstrating self-critical awareness and originality in the creation of the portfolio and practice-based projects.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 10. Selecting and using appropriate ICT applications and resources in the conduct of research and on the communication of detailed, complex information and evidence to a knowledgeable audience.</p> <p>Communicating detailed, complex information and evidence to a knowledgeable audience. Selecting and applying appropriate ICT applications during practice-based research.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 10. Systematically identifying and addressing their own learning needs both in current and in new areas, making use of research primary source materials as appropriate. Work effectively under guidance in a peer relationship with qualified practitioners to execute a research project at Honours level in accordance with University regulations and academic conventions.</p> <p>Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes of research practice.</p>

	<p>Work effectively under guidance with qualified practitioners to produce a practice-based project at Honours level and in conjunction with professional conventions.</p> <p>Exercise initiative and independence in carrying out defined activities at a professional level when working alone and with 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>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

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<b>Learning and Teaching</b>	
Teaching will comprise a series of lectures, seminars and tutorials as well as online materials for study and production practice focus. The focus of the module will be workshop based and enhanced by Masterclasses, meetings with industry and practical software and equipment labs and supervision will be offered at both an individual and group level.	
<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	36
Laboratory/Practical Demonstration/Workshop	154
Tutorial/Synchronous Support Activity	60
Independent Study	280
Asynchronous Class Activity	70
	600 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p><i>Barratt Estelle &amp; Bolt Barbara (2007) Practice as Research: Approaches to Creative Arts Inquiry, London: I B Tauris.</i></p>	

*Bertrand, I & Hughes, P. (2004) Media Research Methods: Audiences, Institutions, Texts, Palgrave: Macmillan.*

*Collins, Hillary (2010) Creative Research: The Theory and Practice of Research for the Creative Industries; Lausanne: AVA Publishing.*

*Deacon, D., Pickering, M., Golding, P. & Murdock, G. (eds) (1999) Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis, London: Arnold.*

*Oliver, J (2018) Associations: creative practice and research, Victoria: Melbourne University 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)

### Engagement Requirements

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](#)

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### Supplemental Information

<b>Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Arts & Media
<b>Moderator</b>	Tony Grace
<b>External Examiner</b>	T Ware, A Nevill, TBC & S Baker
<b>Accreditation Details</b>	
<b>Version Number</b>	1.09

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<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Produce and present a proposal (20%)
Creative Research Project Major (50%)

## Creative Research Project Minor (30%)

(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 Handbook.)

**Assessment Outcome Grids (Footnote A.)****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
Presentation	✓					20	0

**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
Portfolio of Creative Practice or Written Dissertation		✓	✓	✓	✓	50	0

**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
Portfolio of Written Contextualisation or Creative Practice		✓	✓	✓	✓	30	0

**Combined Total For All Components**

100%

0 hours

**Footnotes**

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).

This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

### **Equality and Diversity**

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)