University of the West of Scotland

Module Descriptor

Session: 24/25

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 and Creative Industries		
Module Co-ordinator:	Kate Cotter		

Summary of Module

The Creative Research Project gives students the opportunity to develop a significant creative research practice output resulting from 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 art workshops.
This creative research practice output is accompanied by a written contextualisation. Or students have the option to write a dissertation with a smaller creative practice output.

A project outline will be produced early in the process in which students pitch and present their research including any preparatory paperwork.

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 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 with supervisory staff and subject to continuing progress review.

Key content/skills/scope:
• Students will undertake a substantial piece of work encompassing a professional pitch/proposal, a written contextualisation and a final research project.
• Ability to produce work to meet the professional standards and guidelines expected by industry.
• Ability to present/pitch creative research work while engaging in critical reflection and evaluation of chosen subject area.
• Develop research which has complex and sophisticated outcomes.

• Ability to show link between creative production and research themes.

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 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 & Understanding).
L2	Demonstrate and apply a wide range of professional skills, techniques an practices, a few of which should be specialised or advanced, in a defined project of creative research practice (Applied Knowledge & Understanding).
L3	Critically identify, define, conceptualise, analyse and or synthesise complex/professional research questions related to the creative practice in the creative and cultural industries (Cognitive).
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).
L5	Exercise autonomy, ethical accountability and reflexivity in the development of a sustained independent project of research informed creative practice (Autonomy).

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 10 Recognising, understanding and critically evaluating existing knowledge, theories and concepts underpinning the chosen research topic and creative project. Critically evaluating appropriate research methods in chosen topic.
Practice: Applied Knowledge and Understanding	SCQF Level 10 Applying appropriate research methodology for chosen topic. Critically evaluating evidence acquired through research. Applying appropriate advanced production, media and information gathering techniques. Critically evaluate information acquired during research.
Generic Cognitive skills	SCQF Level 10 Deriving judgements and conclusions with sound theoretical underpinning about the merits of competing schools of thought or evidence, within chosen topic. Demonstrating self-critical awareness, scholarship and originality in addressing the practical and ethical issues of research. Demonstrating self-critical awareness and originality in the creation of the portfolio and practice-based projects.
Communication, ICT and Numeracy Skills	SCQF Level 10

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	Selecting and using appropriate ICT applications and resources in research conduct and on communicating detailed, complex information and evidence to a knowledgeable audience. Communicating detailed, complex information and evidence to a knowledgeable audience. Selecting and applying appropriate ICT applications during practice- based research.
Autonomy, Accountability and Working with others	SCQF Level **10** cSystematically 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. Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes of research practice. Work effectively under guidance with qualified practitioners to produce a practice-based project at Honours level and with professional conventions. Exercise initiative and independence in carrying out defined activities at a professional level when working alone and with others.

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	**Student Learning Hours** (Normally totalling 200 hours):

undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Core Content Delivery	254
Independent Study	276
Asynchronous Class Activity	70
	Hours Total 600

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

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

Barratt Estelle & Bolt Barbara (2007) Practice as Research: Approaches to Creative Arts Inquiry, London: I B Tauris.

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.

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:

Free Text – to add detail

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 & Media
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Arts & Media
Moderator	Sam Firth
External Examiner	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.08

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 – Proposal and Presentation (20%)

Assessment 2 – Project portfolio: Practice and Written Essay (80%)

(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
Presentation	x					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
		x	x	x	x	80	0

Combined Total for All Components	**100%**	**0 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)