University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Creative Technologies Professionalism			
Code: COMP09096	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Dr Gavin Baxter		

Summary of Module

In this module, students will study the concept of professionalism in the creative industries sector and ethical and social elements in them. Students will gain knowledge of the creative media industries business operation and examine new media issues in the creative industries. Students will also be asked to reflect on what it means to be a professional in their chosen discipline regarding ethical conduct and practice.

There will be a strong emphasis on personal development planning in terms of how students in this discipline area should showcase themselves and their work to prospective employers. In addition to students being advised to promote themselves and their portfolio work, students will undertake research on a topic specific to their chosen discipline to solidify their knowledge of their subject area. In doing so, students will be able to concentrate in-depth on a subject area of interest to them with the potential of utilising this knowledge in a practical manner elsewhere in other areas of their degree discipline.

During the module guest speakers from the creative industries will provide talks to the students regarding aspects relating to: how to establish and promote your own business, networking with like-minded professionals, professionalism in the creative industries and how to present portfolios of your work.

The module is run fully online for six weeks to accommodate the diversity of guest industry speakers who are invited across the country to speak to the students via MS Teams. This approach benefits the students in terms of receiving a wealth of speakers per discipline area and allows the students to ask questions in a supportive and community-based atmosphere.

This module therefore firmly focuses on personal development planning (PDP) and employability with a strong industry focus (i.e. creative industries).

- The overall scope of the module is to provide the students with gaining an understanding what it means to be a professional within the domain of their discipline area. Students will be afforded with an opportunity to reflect on professional and ethical issues associated with the creative industries in general with a view to identifying what is best practice in this area as well as how to adhere

to it.

- The purpose of the module is also to provide students with an overall in-depth scope of what it is like to work in the creative industries, how to gain a foothold in this area, network with professionals established in their discipline as well as how to showcase work to prospective employers.

- The content of the module will also aid in solidifying students' knowledge about their subject areas in researching certain topics associated with their discipline areas with a view to them applying this knowledge in future practice in their practical work.

- This module further enhances students' critical and analytical skills via the coursework in addition to making them culturally aware and ethically minded towards working in the creative industries.

- This module embeds the key "I am UWS" graduate attributes and in particular: Universal (Critical Thinker, Analytical, Culturally aware, Ethically minded), Work Ready (effective communicator, motivated), and Successful (Driven, Transformational).

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	Research, analyse and evaluate professional and ethical issues affecting the creative media industries.
L2	Research, analyse and present findings in a report based on a critical examination of a specific discipline related to the creative media industries.
L3	Gain a firm awareness of the Creative Industries sector in addition to understanding the skill sets required to work in this area.
L4	Obtain a realisation of the importance of networking within the Creative Industries and establishing an online presence with a view to employability.
L5	Click or tap here to enter text.

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** Understand the concept of professionalism associated with the creative media industry in terms of what it means to be a professional in this discipline. Understand the ethical and social elements relevant to the creative media industry. Gain knowledge of business operations, social networking, and new media issues in the creative media industry.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Identify, examine, reflect, and propose solutions to legal, social, and ethical professional and business issues affecting the creative media industry. Apply knowledge, skills and understanding in planning and executing a significant project of research and investigation
Generic Cognitive skills	SCQF Level **9** Research, analyse and evaluate issues on topics based on professional, ethical, working in the creative industries, or IP rights. Undertake critical analysis, evaluation and synthesis of ideas, concepts, and information in a subject discipline to produce a detailed piece of research on subjects associated with the students' discipline area.
Communication, ICT and Numeracy Skills	SCQF Level **9**

	Formulate and articulate ideas on topics related to the students' relevant creative media industry in written formats. Use a wide range of research skills in support of a subject discipline to present and convey information on topics in the students' subject area. .
Autonomy, Accountability and Working with others	SCQF Level **9** Independent study, effective time management and workload management. Exercise autonomy and initiative in some activities at a professional level. Deal with ethical and professional issues in accordance with current professional or ethical codes or 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	6
Asynchronous Class Activity	12
Personal Development Plan	28
Independent Study	54
	100 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

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

The core text book for the module is: Davies, R. and Sigthorsson, G. (2013), Introducing the Creative Industries: From Theory to Practice. SAGE Publications Ltd.

The following books are useful supplementary reading materials for the module:

Brown, J. (2016), How To Become A Game Designer 2017 - The Ultimate guide to breaking into the Game Industry: Games Tester, Game Artist, Game Programmer, Game Writer and Game Developer Jobs. How2become.

Hartley, J., Potts, J., Cunningham, S., Flew, T., Keane, M. and Banks, J. (2012), Key Concepts in the Creative Industries. London: SAGE Publications Ltd.

Kizza, J.M. (2013), 5th ed. Ethical and social issues in the information age. London: Springer.

Kitchen, T. and Tashmeem, M. (2013), Profitable Social Media Marketing: How to Grow Your Business Using Facebook, Twitter, Google+, LinkedIn and More. CreateSpace Independent Publishing Platform.

Ruggill, J., McAllister, K. and Nichols, R. (2016). Inside the Video Game Industry: Game Developers Talk About the Business of Play. Routledge.

Schaefer, M.W. (2014), Social Media Explained: Untangling the World's Most Misunderstood Business Trend. Mark W. Schaefer.

Scotland, D. (2015), The Digital Artist's Portfolio and Demo Reel Guide: Inside Knowledge For Landing Your Dream Job In The Digital Art, Animation, CG, Motion-Graphics & VFX Industries. Dave Scotland.

Successful Freelancing for Web Designers: the best of Smashing magazine. (2011), Chichester: John Wiley & Sons.

Tavani, H.T. (2011), 2nd ed. Ethics and technology: controversies, questions, and strategies for ethical computing. Hoboken, N.J.: Wiley.

(**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 are expected to engage with the module and attend the online lectures and guest industry talks. Supplementary material is also available on the module Aula site to aid students with their learning throughout the module. It is important to note that this is a core module that students are required to pass.

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	Computing
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Creative Computing
Moderator	Dr Thomas Hainey
External Examiner	N Whitton
Accreditation Details	This module is accredited by BCS and Skillset.
Changes/Version Number	1.06

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 - The module is assessed through coursework which is worth 100% of the overall module mark.

(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
Review/Article/Critique/Paper	✓	✓	✓	✓		100	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

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
Combined Total for All Components						100%	XX 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

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