Module Descriptor

Title	Expressive Arts Practice		
Session	2025/26	**Status**	
Code	PGES11004	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	
School	**Education and Social Sciences**		
Module Co-ordinator	D McAuliffe		

Summary of Module

This module will deeply immerse participants in their chosen field of Expressive Arts Practice. Participants can, through the mediums of visual arts, music, drama, dance or cross-arts, form, test, and communicate ideas in a singular or integrated manner reflecting the spirit of the contemporary curricula such as Curriculum for Excellence. It will provide time to allow immersion in your chosen area(s) as well as provide a challenging overview of the concepts, principles, and theoretical perspectives that underpin the expressive arts in education. It will examine in dept a range of practices such as 'interdisciplinary', 'arts-infused', 'cross disciplinary' and 'arts-based' and examines their implications for the school environment and arts practice. In general this module will give expression to our understanding of the role of the expressive arts in education and will prepare you for their critical pedagogical application. Through this expressive arts module participants practical, intellectual, personal and social development will be enhanced along with the developing their capacity to lead the field. Participants will also have the opportunities to experience group and partnership working in variety of expressive arts areas through online and other forms of engagement such as galleries and museums.

Module Delivery Method	**On-Campus[1]** ☐	**Hybrid[2]** ☐	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			☐ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Engage confidently in the handling of materials and methods across their chosen area of arts practice.
L2	Discuss and evaluate a range of concepts, principles, and theoretical perspectives that underpin the expressive arts in education
L3	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues associated with the expressive arts in education
L4	Create a multi-modal Learning Journal
L5	

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 11** Deep understanding of key theories, concepts, principles and in relation to expressive arts practices in education. Critical understanding of how it has evolved over the years, how it operates within the current national context and how it may impact upon ones present and future professional practice. Critical awareness of current expressive arts practices in relation to their defined purposes, theoretical underpinnings and recent/current research findings
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply deep knowledge, skills and understanding to the expressive arts field of practice in a variety of educational contexts. Critical reflection on professional practice and contemporary issues that impact on it. Synthesise information and gain a coherent understanding of theories and practices in change management. Retrieve, interpret and use primary and secondary information relevant to this module from a variety of sources including electronic databases.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to issues of the expressive arts in education. Give reasoned opinions, identifying flaws in arguments and discriminating between what is of relevance and what is not, especially within the context of the expressive arts practice. Develop and demonstrate an ability to communicate effectively in a variety of professional settings
Communication, ICT and Numeracy Skills	**SCQF 11** Effectively and appropriately communicate knowledge and understanding of the expressive arts in education practices to a range of audiences. Make effective use of information retrieval systems and

	information technology applications to present documents in an appropriate form. Use a range of (relevant) IT applications to support and enhance work on the module.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise autonomy and initiative and taking responsibility for own work. Work as part of a professional team to analyse Information, formulate relevant responses and present these back to the group. Work effectively in collaboration with others in groups or teams, taking a leadership role where appropriate. Systematically identify and address own learning needs within the context of the expressive arts in education, making use of academic research materials as appropriate

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	5
Asynchronous Class Activity	20
Independent Study	155
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Atkinson, T. & Claxton, T. (Eds) (2004) The Intuitive Practitioner: on the value of not always knowing what one is doing, Maidenhead: Open University Carr, W., & Kemmis, S. (2002) Becoming Critical: education, knowledge and action research, London: RoutledgeFalmer Leavy, P. (Ed.) (2019) Handbook of Arts-Based Research, New York: Guilford Pub

(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 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 required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatoryframework/

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	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Career-Long Professional Learning
Moderator	A Killen
External Examiner	D Patterson
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Create a digital portfolio of expressive arts meaning makings
Assessment 2
Create a multi-modal Learning Journal
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☒	☒	☒	☒	☒	50%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Learning Journal	☒	☒	☒	☒	☒	50%	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	150 hours

Change Control

What	**When**	**Who**
New template, no changes	Mar 25	D McAuliffe