University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Socially Engaged and Collaborative Practice			
Code:	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Aislinn White		

Summary of Module
This module introduces students to socially engaged practices. Students will explore and examine ways in which artists have engaged in social contexts to create discourse, action, and collaboration to address pertinent topics in their surroundings and beyond. They will develop an understanding of some of the complexities surrounding collaborative creative practices when positioned in the public domain, outside traditional sites of production.

Students will be encouraged to work with artists, writers, performers, musicians and communities to develop a work that has positive impact, raises awareness and has societal value.

Through lectures, seminars, workshops and tutorials, students will work collaboratively and meet regularly to critically engage with each other's work. They will participate in discussions about negotiating cross-disciplinary sites, community participation, and collaboration.

Alongside practical and applied skills development, students will achieve an increased contextual understanding and critical awareness that will help them further position their individual creative practice across disciplines and sites of production. |

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:
☐	☐	☒	☐	☐	☐	D&G C delivery

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☒	Term 3	☐

Learning Outcomes	
L1	Demonstrate critical knowledge and understanding of selected historical and contemporary collaborative and/or participatory social practices.
L2	Apply a range of specialist practical skills associated with collaborative and multi-disciplinary practice, including community participation, organisation and creative consideration of format, space and/or installation.
L3	Produce a project that engages with a community of practice, and accompanying critique, which communicates and presents personal creative and technical choices.
L4	Engage with and respond to feedback and collaboration throughout the module (formally and informally), through creative team meetings, personal tutorials and peer review.
L5	Demonstrate autonomy through the development of original approaches to collaborative production.

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 Demonstrate an integrated and critical knowledge of some of the historic and contemporary contexts associated with socially engaged and/or participatory creative practices.
Practice: Applied Knowledge and Understanding	SCQF Level 9

	Deploy a range of creative and technical skills with a focus on site-specific production with an advanced level of competence.
Generic Cognitive skills	SCQF Level 9 Make informed judgments about creative practice in the area of specialism whilst working collaboratively. Demonstrate creative originality in responses to briefs. Exercise disciplinary awareness in the handling of unpredictable elements as part of a collaborative creative process.
Communication, ICT and Numeracy Skills	SCQF Level 9 Communicate effectively through critically reflective modes. Use a range of specialist technologies to support and enhance work.
Autonomy, Accountability and Working with others	SCQF Level 9 Autonomously and innovatively devise creative work. Seek guidance, where appropriate, in order to manage ethical and professional issues. Exercise responsibility for the work of others and for a range of resources in the conception and production of a project. Practise in ways that show awareness of own and others' roles and responsibilities.

Pre-requisites:	None	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching
In this module, students deepen their own skills and vision whilst working with others as part of a timely creative practice, further consolidating their abilities as an innovative and applied creative practitioner.

Students will be expected to engage with in-class activity, focused group critiques, personal tutorials/supervision, and independent and group studio-based development time.

Students are encouraged to establish collaborators and engage with other practitioners in developing their work outside class time. Campus support can be provided for students who need additional studio space.

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	72
Independent Study	328
	Hours Total 400

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Brandalism. Available at: http://brandalism.ch Creative Time Summit. Available at: https://creativetime.org/summit/ Frasz, A. & Sidford, H. (2017). Mapping the landscape of socially engaged artistic practice. Available at: https://icasc.ca/wp-content/uploads/2018/05/Mapping_the_Landscape_of_Socially_Engaged_Artistic_Practice_Sept2017.pdf [accessed 01.01.2024] Jacobs, M. J. (2018). Pedagogy as art. In G. Sholette & C. Bass (Eds.), Art as social action: An introduction to the principles and practices of teaching social practice art (pp. 7-10). New York, NY: Allworth Press. Certeau, M. (1984). The everyday practice of everyday life. Los Angeles, CA: University of California Press. Shared Campus. Socially Engaged Happenings. Available at: https://shared-campus.com/themes/social-transformation/social-design/
(**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.](#)
(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 and Media
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Art, Music and Performance
Moderator	tbc
External Examiner	G. Wall
Accreditation Details	
Changes/Version Number	0.1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Creative Artefact/Portfolio of Work [80%]
Assessment 2 – Reflective Essay (1000 words) [20%]
(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 - Creative Artefact/Portfolio of Work							
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 practical work	✓	✓	✓	✓	✓	80	3

Component 2 - Reflective Essay (1000 words)							
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
Essay	✓	✓	✓	✓	✓	20	1
Combined Total for All Components						100%	4 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 (2024-25)