

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module: Expressive Arts Practice</b>			
<b>Code: PGES11004</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 10</b>	<b>ECTS: (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	D McAuliffe		
<b>Summary of Module</b>			
<p>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.</p> <p>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.</p> <p>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.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
The module will <b>normally</b> 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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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**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	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

**Employability Skills and Personal Development Planning (PDP) Skills**

<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)	<b>SCQF Level 11</b> 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	<b>SCQF Level 11</b> 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	<p><b>SCQF Level 11</b></p> <p>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.</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 11</b></p> <p>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.</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 11</b></p> <p>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</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title: None</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title: None</b>

<b>Learning and Teaching</b>	
<b>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.</b>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours</p>

	and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Tutorial/Synchronous Support Activity	5
Asynchronous Class Activity	20
Independent Study	155
	Hours Total: 200
<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>Atkinson, T. &amp; Claxton, T. (Eds) (2004) <i>The Intuitive Practitioner: on the value of not always knowing what one is doing</i>, Maidenhead: Open University</p> <p>Carr, W., &amp; Kemmis, S. (2002) <i>Becoming Critical: education, knowledge and action research</i>, London: RoutledgeFalmer</p> <p>Leavy, P. (Ed.) (2019) <i>Handbook of Arts-Based Research</i>, New York: Guilford Pub</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
<p>(*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)</p>	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>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: <a href="http://www.uws.ac.uk/current-students/rights-and-regulations/regulatoryframework/">http://www.uws.ac.uk/current-students/rights-and-regulations/regulatoryframework/</a></p>	

<b>Equality and Diversity</b>
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p> <p>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..</p>
(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

<b>Divisional Programme Board</b>	Career-Long Professional Learning
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	A Killen
<b>External Examiner</b>	D Paterson
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment 1 – Create a digital portfolio of expressive arts meaning makings
Assessment 2 - Create a multi-modal Learning Journal
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.</p> <p>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

**Assessment Outcome Grids (See Guidance Note)**

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Digital Portfolio	✓	✓	✓	✓	50%	

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Journal	✓	✓	✓	✓	50%	

<b>Combined Total for All Components</b>	<b>100%</b>	<b>150 hours</b>
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**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)**