Module Descriptor

Title	Community Art		
Session	2025/26	**Status**	
Code	BACE08002	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	A Cusack		

Summary of Module

This module will provide students with an introduction to community, arts and media from a community education perspective. Using local and international examples, it will explore the impact arts and media have on communities and appreciate the importance of creative platforms to enhance feelings of well-being and human flourishing.

It will consider how arts and media might support communities and individuals to articulate their own concerns and priorities. The module will examine the spaces that are used and the environments that are created to empower communities to have a voice and tell their story through creative means.

This will encourage discussion around alternative methods of learning in the field of community education practice.

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

[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

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	Discuss arts and media as alternative methods of learning in the field of community education practice.
L2	Demonstrate an understanding of defining characteristics associated with community, arts and media from a community education perspective
L3	Articulate a new found knowledge in relation to the impact of arts and media has on well-being and human flourishing within communities
L4	Analyse and evaluate issue issues within communities that arts and media challenge to promote empowerment
L5	Recognise and reflect on the spaces that arts and media use as a means to creating distinctive learning environments.

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 8 Demonstrate a knowledge of the scope, defining features, and main areas of community, arts and media.
Practice: Applied Knowledge and Understanding	SCQF 8 Apply knowledge, skills and understanding in using a range of professional skills, techniques, practices and/or materials associated with this topic
Generic Cognitive skills	SCQF 8 Critically evaluate and analyse the subject matter through reasoned opinions and debate. Use a range of approaches to formulate evidence-based solutions/responses in relation to specific problem-solving activities.
Communication, ICT and Numeracy Skills	SCQF 8 Convey complex information to a range of audiences and for a range of purposes. Use a range of standard ICT applications to process and obtain data.
Autonomy, Accountability and Working with Others	SCQF 8 Demonstrate awareness of personal attitudes, values and beliefs and respect of others. Demonstrate awareness of personal responsibility for professional conduct in accordance with Codes of Practice and Professional Codes. Identify and address own learning needs both in current and in new ideas, identifying, accessing, selecting, evaluating, and using resources 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	12
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Beggan, E. and Coburn, A. (2018) "Creating 'one big masterpiece' – Synthesis in Creative Arts Youth Work", Concept, 9(2), p. 15. Available at: http://concept.lib.ed.ac.uk/article/view/2806
Hadley, S., & Belfiore, E. (2018) Cultural democracy and cultural policy, Cultural Trends, 27:3, 218-223,
Howard, F. (2017) The arts in youth work: A spectrum of instrumentality? Journal of Youth and Policy https://www.youthandpolicy.org/articles/the-arts-in-youth-work/
McLean, C, & Kelly, R (eds.) (2010) Creative Arts in Interdisciplinary Practice: Inquiries for Hope & Change. Alberta. Detselig Enterprise Ltd.
Melvin, J. (2015). Youth Work in Digital Spaces. In G. Bright [Ed.] Youth Work: Histories, Policy and Contexts. London. Palgrave, pp. 216 - 235
(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:

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	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	Community Education
Moderator	J Hopkin
External Examiner	F Howard
Accreditation Details	CLD Standards Council Scotland
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 Creative output/ Audiotapes/ Videotapes/ Games/ Simulations = 100%
Assessment 2
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
Assessment 1 Creative output/ Audiotapes/ Videotapes/ Games/ Simulations = 100%	☒	☒	☒	☒	☒	100	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		

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

Change Control

What	When	Who
Change of title to Community Art, add PA campus	12/02/2025	Alan Cusack