

# University of the West of Scotland

## Module Descriptor Template

Session: 202324

<b>Title of Module: Community, Arts and Media</b>			
<b>Code: BACE08002</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	E Beggan		
<b>Summary of Module</b>			
<p>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.</p> <p>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.</p> <p>This will encourage discussion around alternative methods of learning in the field of community education practice.</p>			

<b>Module Delivery Method</b>		
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p>		

Campus(es) for Module Delivery						
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

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	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	
<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)	SCQF Level <b>8</b>  Demonstrate a knowledge of the scope, defining features, and main areas of community, arts and media.

Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>8</b></p> <p>Apply knowledge, skills and understanding in using a range of professional skills, techniques, practices and/or materials associated with this topic</p>	
Generic Cognitive skills	<p>SCQF Level <b>8</b></p> <p>Critically evaluate and analyse the subject matter through reasoned opinions and debate.</p> <p>Use a range of approaches to formulate evidence-based solutions/responses in relation to specific problem-solving activities.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>8</b></p> <p>Convey complex information to a range of audiences and for a range of purposes.</p> <p>Use a range of standard ICT applications to process and obtain data.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>8</b></p> <p>Demonstrate awareness of personal attitudes, values and beliefs and respect of others.</p> <p>Demonstrate awareness of personal responsibility for professional conduct in accordance with Codes of Practice and Professional Codes.</p> <p>Identify and address own learning needs both in current and in new ideas, identifying, accessing, selecting, evaluating, and using resources 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:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>
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The current position is that 10 hours per credit point is the accepted working norm – thus for a 20 point module, 200 notional student effort hours would be expected. For a standard face-to-face delivery over a term, this should equate to a minimum of 36 scheduled contact hours.

Note that the categorisation of the learning activities has been removed i.e. Scheduled, Placement and Independent will no longer appear beside the activities.

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
	Hours Total 200

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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 Requirements**

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled

teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link:

<https://www.uws.ac.uk/media/4153/academic-engagement-and-attendance-procedure.pdf>

For the purposes of this module, academic engagement equates to the following:

Attend classes as directed in module handbook and undertake off-campus or on-line tasks, as directed by module tutor.

### **Equality and Diversity**

Our UWS Equality and Diversity Policy is available at the following link:

<https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity/>

Community Education is an emancipatory practice that works with communities to challenge inequality and promote social justice. Thus, a commitment to equality and accepting difference underpins curriculum, content and process, across the Programme. It is therefore not surprising that our values and ethos adhere to, and go beyond, the minimum legal position as detailed within the Equality Act 2010, in requiring compliance with the general equality duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

The programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials are presented in formats that facilitate flexible access and with all reasonable adjustments being made to ensure fair and inclusive engagement. The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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>	Education
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<b>Assessment Results (Pass/Fail)</b>	No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Education and Social Sciences
<b>Moderator</b>	TBA
<b>External Examiner</b>	S Moir
<b>Accreditation Details</b>	CLD Standards Council for Scotland
<b>Changes/Version Number</b>	1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
The assessment for this module will be compatible with published principles and is intended to be both sustainable (fit for contemporary purpose and future development) and constructively aligned (integral to methods for teaching and learning). Quality assurance for assessment is obtained through joint planning and scrutiny in a systematic process each trimester (Quality Assurance and Review Group-QARG). The assignment will therefore be equivalent to a 3000 word paper drawing from a range of assessment instruments that may include academic paper; report; facilitated workshop; illustrated talk; video production; lecture; or poster.
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations = 100%
Assessment 2 <a href="#">Click or tap here to enter text.</a>
Assessment 3 <a href="#">Click or tap here to enter text.</a>
(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. (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 Handbook.)

#### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	X	X	X	100%	
<b>Component 2</b>					

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

<b>Component 3</b>					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
<b>Combined Total For All Components</b>				100%	hours

#### Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)

Exam - Seen closed book

Exam - Unseen open book

Exam - Seen open book

Case study

Class test (written)

Design/ Diagram/ Drawing/ Photograph/ Sketch

Dissertation/ Project report/ Thesis

Essay

Laboratory/ Clinical/ Field notebook

Portfolio of written work

Report of practical/ field/ clinical work

Review/ Article/ Critique/ Paper

Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log

Class test (practical)

Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral

Creative output/ Audiotapes/ Videotapes/ Games/ Simulations

Demonstrations/ Poster presentations/ Exhibitions

Performance/ Studio work/ Placement/ WBL/ WRL assessment

Portfolio of practical work

Presentation

Objective Structured Clinical Examinations (OSCEs)

Objective Structured Professional Examinations (OSPRES)

#### Change Control

What	When	Who
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Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean