Module Descriptor

Title	Art and Social Engagement		
Session	2026/27	**Status**	
Code	BACE	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	**V Barnett-Simpson**		

Summary of Module

This module will provide students with a hands-on introduction to socially engaged art from a community education perspective. Using local and international examples, it will explore the impact the arts have on communities and appreciate the importance of arts-based pedadgogies towards well-being, critical engagement and empowerment.

It will consider through reflection how socially engaged and particatory arts supports communities and individuals to examine the issues that matter to them and communicate these to a wider audience. The module will examine both theoretical and physical spaces that are used and the environments that are created to empower communities to have a voice and tell their story through creative means.

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)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☐

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Explore and evaluate the creative arts as an alternative pedagogy in the field of community education practice.
L2	Demonstrate an understanding of the defining characteristics associated with socially engaged and community arts.
L3	Practically demonstrate knowledge in relation to the impact of the creative arts on well-being, critical engagement and empowerment within communities.
L4	Through multimodal methods, critically reflect on the integral nature of arts practice to community education.
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 8** Demonstrate a knowledge of the scope, defining features, and main areas of socially engaged and community arts.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply knowledge, skills and understanding in using a range of skills, techniques, practices and 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	36
Laboratory / Practical Demonstration / Workshop	12
Independent Study	152
Please select	
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:
80% academic attendance

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	TBC
Accreditation Details	CLD Standards Council for Scotland
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
2000 word equivalent Creative Output
Assessment 2
1000 words Reflective Output
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
Creative Output	☒	☒	☒	☐	☐	70	8

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Reflective output	☒	☐	☐	☒	☐	30	8

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
New Module	2026	J Hopkin