Module Descriptor

Title	Expressive Arts & Culture		
Session	2026/27	**Status**	Validated
Code	UGED08006	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	D McAuliffe		

Summary of Module

This module seeks to provide students with the knowledge, understanding and skills necessary to be able to critically examine, appreciate and fully participate in the expressive arts (and culture) in society. The course will engage students through practical workshops, seminars and lectures in (i) identifying the possibilities for learning in and through the arts and culture (including drama, music, dance, and the visual arts) (ii) critically examine and develop an understanding of the theoretical fields associated with the expressive arts and culture.

It will provide time to allow immersion in one or more of the following expressive arts areas: drama, music, dance, and the visual arts.

In general, this module will give expression to our understanding of the role of the arts and culture in society. Through this module, learners' intellectual, personal and social development will be enhanced. Learners will also be provided with opportunities to experience group and partnership working.

- The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Have knowledge and understanding of Pedagogical Theories and Professional Practice (2.1.1); Have knowledge and understanding of the nature of the curriculum design (2.1.3); Have knowledge and understanding of planning for assessment, teaching and learning (2.1.4); Have knowledge and understanding of the importance of research and engagement in practitioner enquiry (2.1.2).

- In relation to learning for sustainability, students will engage with the concept of what makes a good life: imagination, expression, discussion, enquiring / critical approaches, connections to other disciplines / IDL and global citizenship.

Through participating in the module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are critical thinkers, inquiring, digitally literate, problem-solvers, culturally aware, creative, resilient, effective communicators, potential leaders, enterprising, research-minded and collaborative.

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

Learning Outcomes	
L1	Demonstrate a critical understanding of how the expressive arts and culture through creativity, aesthetics and value judgment develops cognitive ability.
L2	Engage with the material culture of one or more of the Expressive Arts areas
L3	Understand the complex relationship between the expressive arts, culture and society
L4	
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** An overall appreciation of the nature and purpose of the expressive arts in culture and society. A discerning understanding of a range of concepts, principles, and theoretical perspectives that underpin the expressive arts in culture and society. A range of expressive arts materials and/or methods.
Practice: Applied Knowledge and Understanding	**SCQF 8** Carry out critically informed practical inquiry within the fields of the visual arts, music, drama and dance.
Generic Cognitive skills	**SCQF 8** Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues associated with the expressive arts in culture

[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

	and society. Use a range of approaches to formulate and critically evaluate responses to a range of issues within the expressive arts in culture and society.
Communication, ICT and Numeracy Skills	**SCQF 8** Use a range of ICT applications within the expressive arts areas to enable coherence in terms of communication and numeracy.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy and initiative in completing assigned individual and group tasks. Exercise managerial responsibility for the work of others within assigned group tasks. Manage resources required for the completion of individual and group tasks. Take the lead on planning the work required to complete a task successfully. Practise in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating module tasks.

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	36
Independent Study	152
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Allen, F (ed) (2011) Education: documents of contemporary art. London/Cambridge MA: Whitechapel Gallery/The MIT Press. Lepecki, A (ed) (2011) Dance: documents of contemporary art. London/Cambridge

MA: Whitechapel Gallery/The MIT Press.

Roof, J (ed) (2009) Talking drama. Newcastle: Cambridge Scholars.

Clayton, M (ed) (2003) The cultural study of music: a critical introduction. London: Routledge.

Roberts, L (ed) (2012) Mapping cultures: place, practice, performance. Basingstoke : Palgrave Macmillan.

Moon, J A (2006) Learning journals: a handbook for reflective practice and professional development. London: Routledge.

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Burnard, P (2017) Building interdisciplinary and intercultural bridges: where practice meets research and theory. https://www.repository.cam.ac.uk/handle/1810/266165

Hickey, I and Robson, D (2013) The Leonardo effect: motivating children to achieve through interdisciplinary learning. London: Routledge.

Ingold, T (2016) Lines. London: Routledge.

Leavy, P (2017) Handbook of arts-based research. New York: The Guilford Press.

The International Society for Education Through Art (InSEA) http://insea.org/

The Rhode Island School of Design STEAM initiative http://stemtosteam.org

Watts, R, Cox, S and McAuliffe, D (2007) Teaching art and design 3-11 (reaching the standard). London: Continuum International Publishing.

(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:

Given the professional nature of the programme, 100% attendance and engagement is expected. Attendance at all classes is recorded and collated centrally and, if there are concerns, there will be liaison between the programme leadership team, personal tutor and the student to identify steps to support engagement and success. In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by GTC Scotland.

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	Education
Moderator	Vacant
External Examiner	M Sangster
Accreditation Details	GTCS
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Reflective Blog
Assessment 2
Oral and Visual presentation on a Research Theme
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**
Blog	☒	☒	☒	☐	☐	50%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☐	☐	50%	

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