



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

**Part 1: Basic Data**

<b>Part 1: Basic Data</b>					
Module Title	Creativity, Arts, Community and Education				
Module Code	UTTQGN-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA(HONS) EDUCATION STUDIES BA(HONS) EDUCATION, LEARNING AND DEVELOPMENT BA(HONS) EDUCATION AND EARLY CHILDHOOD				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	2 <sup>nd</sup> May 2012
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**Part 2: Learning and Teaching**

<b>Part 2: Learning and Teaching</b>	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the role of arts in learning and community development (A/B);</li> <li>2. Critically evaluate a range of community based arts initiatives in education (B);</li> <li>3. Engage with key ideas, perspectives and theories on the relationship between the arts, diversities and inclusion (B);</li> <li>4. Plan and conduct research about the relationship between the arts, community and education (B);</li> <li>5. Communicate effectively about the processes and outcomes of their enquiry (A/B);</li> <li>6. Draw conclusions about the educational value of community based arts activities (A/B);</li> <li>7. Make and justify recommendations about professional partnerships between artistes and teachers (A/B);</li> <li>8. Demonstrate knowledge and understanding of arts or performance practice and its relation to creativity (A/B)</li> </ol>
Syllabus Outline	<p>The syllabus will include:</p> <ol style="list-style-type: none"> <li>1. Educational perspectives on the relationship between arts, diversities, inclusion;</li> <li>2. A range of case studies of community arts projects</li> <li>3. The role and function of community artistes;</li> <li>4. Arts activity in formal and informal educational settings;</li> <li>5. Concepts of 'community' in a range of settings;</li> <li>6. Concepts of 'creativity' in educational and/or community contexts.</li> <li>6. Practical work with (small) groups of children and or youth groups (as appropriate)</li> </ol>

	<p>7. Work with the UWE Community Volunteer Programme (CVP) and or community projects as appropriate.</p> <p>8. Practical studio and workshop activities to support understanding and to develop creative ideas.</p>
Contact Hours/Scheduled Hours	<p>Contact time for this module will take the form of lectures, seminars, tutorials, workshops, guided tasks and workshops.</p> <p>The following structure represents the framework for teaching and learning .</p> <p>Whole cohort events: 22 hours</p> <p>Work related experiences (evidenced minimum requirement) : 15 hours  <i>For example 5 days initially during the reading week followed by 1 or 2 days each week through the remains of the spring term</i></p> <p>Smaller group events (seminars, tutorials, workshops, presentations): 22 hours</p> <p>Guided study (group and individual tasks, including online engagement): 13 hours</p>
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, work related learning experiences, seminars, tutorials, workshops and shared presentations.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p> <p><b>Work related learning:</b> This will comprise of a range of work related learning experiences within performing and visual arts organisations working in education and learning contexts, Specific work related learning contexts organised through student facilitation in negotiation with the module leader.</p>
Reading Strategy*	<p><b>Essential Reading</b>  It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further Reading</b>  Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p><b>Access and Skills</b>  The development of literature searching skills is supported by a Library seminar provided within the first semester and by the Graduate Development Programme at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>
Indicative Reading List	<p>ARTS COUNCIL (2007) This much we know... : creative partnerships : approach and impact Creative Partnerships</p> <p>BRUNER, J (1977) The Process of Education, London: Harvard Univ. Press</p> <p>DWELLY, TIM (2001) Creative regeneration : lessons from ten community arts projects York: Joseph Rowntree Foundation</p> <p>EISNER, E (1985) The Art of Educational Evaluation, London: Falmer</p> <p>FEGAN, TONY (2003) Learning and community arts National Institute of Adult Continuing Education</p> <p>FREIRE, P. Education for Critical Consciousness. New York: Seabury, 1973.</p> <p>FLEMING, MIKE (2008) Arts in education and creativity : a review of the literature ; a report for Creative Partnerships Arts Council England</p> <p>GARDNER HOWARD (1990) Art education and human development Howard Gardner Getty Center for Education in the Arts</p> <p>KUSHNER, S (2000) Personalising Evaluation, London: Sage</p> <p>KÜPPERS, P. (2007) Community performance : an introduction London: Routledge</p> <p>STENHOUSE, L (1967) Culture and Education, London: Nelson</p> <p>Journal articles:</p>

	<p>POPE, P (2007) 'I thought I wasn't creative but ... '. Explorations of cultural capital with Liverpool young people in Journal Of Social Work Practice Vol 21 / 3 pp 391-400</p> <p>BOYES L C, REID I (2005) What are the benefits for pupils participating in arts activities? The view from the research literature. In Research in Education, no73, p. 1-14</p> <p>PRINGLE E, REISS V (2003) The role of Artists in Sites for Learning. In International Journal of Art and Design Education, 2003, vol. 22, no. 2, p. 215-221</p>
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*\*Please note that this is currently under review and new guidance may be issued in 2012*

<b>Part 3: Assessment</b>		
<b>Assessment Strategy</b>	<p>The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.</p> <p>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.</p> <p>Assessment for this module will involve the students in working with a community or education based artiste (visual or performing artist) / arts organisation for a period of time in order to be able to evaluate an aspect of their practice . The presentation will enable individuals to ascertain one aspect of creativity and the report to look at the practice of arts education in the community / educational setting in a more generic way and evaluate the practice</p>	
Identify final assessment component and element	<b>B</b>	
% weighting between components A and B (Standard modules only)		<b>A:</b>
		<b>B:</b>
		<b>25</b>
		<b>75</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b>		<b>Element weighting</b>
<b>Description of each element</b>		
<p>An 8 minute presentation to peers and tutor on one aspect of a community/education based arts initiative and/or its relationship to individual or group creativity.</p> <p>Assessment criteria: AL3, CL3, HL3</p> <p><b>A: Conceptual Domain (Core)</b> The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.</p> <p><b>C: Contextual Domain</b> The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.</p> <p><b>H: Negotiated Domain</b> In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Leader.</p>		100
<b>Component B</b>		<b>Element weighting</b>
<b>Description of each element</b>		
<p>A written report in 3250 words evaluating a community/education based arts initiative. Assessment criteria: AL3, CL3, DL3.</p> <p><b>A: Conceptual Domain (Core)</b> The assignment demonstrates that the student</p>		100

<p>can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.</p> <p><b>C: Contextual Domain</b> The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.</p> <p><b>D: Research Domain</b> The assignment demonstrates that the student can plan for and execute a small-scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.</p>	
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<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>
<p>An 8 minute presentation to peers and tutor on one aspect of a community/education based arts initiative and/or its relationship to individual or group creativity.</p> <p>Assessment criteria: AL3, CL3, HL3</p>	100
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
<p>A written report in 3250 words evaluating a community/education based arts initiative. Assessment criteria: AL3, CL3, DL3.</p>	100
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	