

<b>Module Title</b>		<b>Arts in Inclusive Practice: Prisons</b>	
<b>Module Co-ordinator</b>		Dr Rachel Drury and Jess Thorpe	
<b>Module Content</b>		This module will explore the use of creative arts in a prison context. Students will experience practical training and gain theoretical knowledge of working in prisons, and have the opportunity to develop their own skills in relation to their discipline.	
<b>Level</b>		SCQF level10	
<b>Credit Rating</b>		10 SCQF Credits / 5 ECTS credits	
<b>Status (Core/Option/CRSC)</b>		Option If Core or Option please identify the programme(s)/year(s) below:	
		BMus 3, 4; BEd 3, 4; MA; MMus, MEd	
<b>Pre-requisites</b>		None	
<b>Co-requisites</b>		None	
<b>Anti-Requisites</b>		None	
<b>Maximum number of Students</b>	8	<b>Minimum number of Students</b>	4
<b>Number of weeks over which module is delivered</b>	8		
<b>Learning Modes</b>		Indicative Total (hours)	
Lectures		15	
SPS Training (mandatory)		7	
Work-based placement (IOW)		35	
Seminars		3	
Independent Study		40	
<b>Total Notional Student Effort</b>		100	

<b>Module Aims</b>	<p>This module seeks to engage students in an active exploration of using the creative arts with and for people in the criminal justice system. The module is designed to:</p> <ol style="list-style-type: none"> <li>1. enable students to develop a practical and theoretical understanding of working creatively in a prison context. (LO1)</li> <li>2. broaden students' awareness of working in the arts and provide initial training for delivering projects as part of the criminal justice system. (LO2)</li> <li>3. enable students to articulate their ideas and experiences of work-based placements in relation to their own development as creative artists (LO3)</li> <li>4. introduce students to diverse audiences and encourage them to adapt their approach and practice accordingly (LO2)</li> </ol>
<b>Learning Outcomes</b>	<p>On successful completion of this module you will be able to:</p>
<b>LO1</b>	<p>Demonstrate a practical and theoretical understanding of the creative arts and inclusivity in relation to your own developing practice.</p>
<b>LO2</b>	<p>Work collaboratively with specialists, creative artists, and prison communities to develop practice and creativity for diverse audiences (effective communication, accessible content)</p>
<b>LO3</b>	<p>Reflect critically on your own development as an artist and the broader impact of the creative arts.</p>
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <p><b>Observation of work-based placements</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 50% (LO1, LO2)</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• conduct that is both sensitive and appropriate to the prison environment</li> <li>• Confident and effective communication with diverse project participants</li> <li>• Evidence of applied knowledge in the development of individual and collaborative practice</li> <li>• Evidence of emerging professional conduct and values in practice</li> </ul>

<b>Assessment 2, Type and Weighting</b>	You will be assessed through:  <b>Viva voce (20 mins)</b>  <input type="checkbox"/> 50% (LO1, LO3)																		
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• a critical understanding of the theories underpinning arts in prisons and critical reflection on how this has been applied in practice</li> <li>• the development of ideas in, and successful application of, the creative arts relative to the context in which it is being used</li> <li>• the ability to reflect critically on your work-based learning and communicate clearly how this experience has informed your studies to date, and how it will inform future work</li> </ul>																		
<b>Alignment of Assessment and Learning Outcome</b>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Assessment 1</th> <th style="width: 20%;">Assessment 2</th> <th style="width: 30%;">Assessment 3</th> </tr> </thead> <tbody> <tr> <td><b>LO1</b></td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td><b>LO2</b></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td><b>LO3</b></td> <td></td> <td>X</td> <td></td> </tr> </tbody> </table>				Assessment 1	Assessment 2	Assessment 3	<b>LO1</b>	X	X		<b>LO2</b>	X			<b>LO3</b>		X	
	Assessment 1	Assessment 2	Assessment 3																
<b>LO1</b>	X	X																	
<b>LO2</b>	X																		
<b>LO3</b>		X																	
<b>Feedback</b>	You will receive timely feedback on your work in this module in the following ways:  You will receive verbal feedback throughout the work-based placements (Assessment 1) and the seminar.  You will receive a written report for Assessment 2.																		
<b>Recommended Resources</b>	A full reading list will be compiled in partnership with those involved in delivery of the module. This will be available on Moodle for students at the start of the module.																		

<b>Other Relevant Details</b>	
<b>Next Steps</b>	Professional Project: Music Education