



Module Specification

The Role of Educators in Promoting Relational Health in Schools

Version: 2023-24, v2.0, 30 Jun 2023

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Part 1: Information

Module title: The Role of Educators in Promoting Relational Health in Schools

Module code: USPKHY-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Psychology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module will be focussed on integrating practical and theoretical knowledge of the impact of music and the arts which could be used by teachers, social workers and therapists working in education. They would need to be working directly with young people affected by adverse life events as the module involves designing a project for their particular workplace.

Features: Module Entry Requirements:
Undergraduate degree or equivalent.

Must be in professional employment in health, education or social care: appreciation of music as therapy required but no formal qualification needed.

Educational aims: This module will involve exploring through practice, the research and theoretical insights from neuroscience and in particular neuropsychology and attachment theory in relation to using music and the arts to support young people affected by trauma. There is no requirement for the student to have any previous learned musical skills or specific aptitudes.

Outline syllabus: In this module, students will examine the following theoretical areas:

The musical environment before birth

Adverse early life experience, trauma and the use of music for repair

Neuroscientific explanations of how music and the arts affect the brain

The concept of neuroplasticity

How music can affect executive functions in the brain

Sensory integration, self-regulation and relationality

Theories of communicative musicality, affect attunement and vitality affects.

This will be supported by experiential workshops using music and arts techniques and approaches that are explained by the theoretical content of the module.

Therefore there will be a strong emphasis of integration between theory and practice.

Experiential content will include:

Attuning and matching mood and expression using live music and instruments

Receptive use of music listening including making use of playlists

Group skills using music and the arts

Reflections on applying learning to each student's particular setting

Identifying and reflecting on developing competences from this module in relation to the LINK competence framework.

In addition the policy context of the UK and the European region will be explored in relation to:

The protection and participatory rights of young people living in the European region
Principles from the United Nation Convention on the Rights of the Child
The UK Special Educational Need code of practice
Reasons for early school leaving
Strategies for supporting continuing engagement in schooling and learning
The competence framework developed by the LINK project.

Technology will be used where appropriate to support lectures, and in preparation for practical workshops and other scheduled learning. Various opportunities will be provided for peer feedback, self-assessment and formative feedback throughout the course of the module.

Part 3: Teaching and learning methods

Teaching and learning methods: Musical and other arts skills suitable for a learning environment will be practised and reflected on in taught seminars and workshops. There is a strong emphasis on the integration of theory and practice and students will be assessed on how well they apply their learning to their working environment. The teaching resources and methods will draw strongly on the ERASMUS+ Learning In A New Key (LINK) project resources developed specifically for this kind of work.

Students will be given access to all LINK project materials and guidance on a range of inquiry frameworks which could be used in the classroom or other learning environment.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate critical awareness of the relevance of the of arts-based therapeutic teaching practice interventions to the protection and participatory rights of young people living in the European region and to their continuing engagement in schooling and learning

MO2 Reflect critically on their developing capacity to use music and the arts using music and the arts to support young peoples' learning

MO3 Devise and critically evaluate appropriate classroom inquiries within a relevant ethical framework exploring the use of arts based activities

MO4 Critically appraise and demonstrate understanding of a range of advanced therapeutic teaching competences

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: The Assessment Strategy has been designed to support and enhance the development of both subject-based and key skills such as the use of music activities to support sensory regulation and relational learning whilst ensuring that the module's Learning Outcomes are met. The assessment for this module comprises presentation and written assignment.

Assessment task A comprises an oral presentation of 15 minutes maximum. This will allow students to demonstrate their integration of theory and practice and their capacity for reflecting on their learning. This will be an individual assessment.

Assessment task B comprises a design and rationale for a small scale inquiry that could be carried out within the student's workplace (2000 words). This must show the student's critical engagement with the appropriate national and European policy context.

Formative Assessment

Opportunities exist for formative assessment in the module through feedback during experiential sessions.

Assessment tasks:

Presentation (First Sit)

Description: Oral presentation (15 minutes maximum)

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Written Assignment (First Sit)

Description: Written protocol for a work based inquiry (2000 words)

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

Presentation (Resit)

Description: Oral presentation (15 minutes maximum)

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Written Assignment (Resit)

Description: Written protocol for a work based inquiry (2000 words)

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study: