



MODULE SPECIFICATION

Part 1: Information			
Module Title	The Role of Educators in Promoting Relational Health in Schools		
Module Code	USPKHY-15-M	Level	M
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Psychology
Department	Health and Social Sciences		
Contributes towards	Professional Development Awards		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
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.		

Part 2: Description
<p>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.</p> <p>It 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.</p> <p>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</p>

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.

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: Assessment: Strategy and Details

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.

Component 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.


Component 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.

Identify final timetabled piece of assessment (component and element)	Component B (1)
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% weighting between components A and B (Standard modules only)		A:	B:
		40%	60%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Oral presentation (15 minutes maximum)		100%	
Component B Description of each element		Element weighting (as % of component)	
1. Written protocol for a work based inquiry (2000 words)		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Oral presentation (15 minutes maximum)		100%	
Component B Description of each element		Element weighting (as % of component)	
1. Written protocol for a work based inquiry (2000 words)		100%	
Part 4: Learning Outcomes & KIS Data			
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. 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 (Components A and B) 2. Reflect critically on their developing capacity to use music and the arts using music and the arts to support young peoples' learning (component A) 3. Devise and critically evaluate appropriate classroom inquiries within a relevant ethical framework exploring the use of arts based activities (Component B) 4. Critically appraise and demonstrate understanding of a range of advanced therapeutic teaching competences (Components A and B) 		
Key Information Sets Information (KIS)	This module does not contribute to any undergraduate programmes.		

Contact Hours	Key Information Set - Module data																													
	<i>Number of credits for this module</i>					15																								
Total Assessment	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																									
	150	36	114	0	150																									
Reading List	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam</p> <p>Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																													
	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> <td></td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td></td> <td>60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td></td> <td>40%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>					Total assessment of the module:					Written exam assessment percentage				0%	Coursework assessment percentage				60%	Practical exam assessment percentage				40%					100%
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<p>The reading list for this module can be accessed online by following this link:</p> <p>https://uwe.rl.talis.com/lists/19A350CC-EFB5-E67F-76B6-78158D3D7788.html</p>																														

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Revision CAP Approval Date		Version	1	RIA 12566