



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Introduction to Music Therapy		
Module Code	UASAU6-15-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	ACE	Field	Music
Department	Film and Journalism		
Contributes towards	BA (Hons) Music (optional)		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p>This module enables students to develop an understanding of core music therapy processes and appreciate where music therapy practices sit within the wider umbrella of the Arts and Health Movement. Students explore potential career paths and opportunities in Music and Health in the light of their career interests. They begin to identify their own musical strengths in relation to the use of music to promote wellbeing and start to develop a reflective practice.</p> <p>Students explore some of the practical skills relevant to the practice of music therapy through participating in work-based learning in a controlled context. Opportunities could include voluntary work with UWE Bristol ReVoice Choir or with an external organization, such as a voluntary sector or educational body providing music for health and wellbeing for vulnerable people in the community. All work-based learning opportunities must be negotiated with and agreed by the module leader before starting and where relevant, students will be required to obtain DBS clearance. Students are encouraged to follow their particular interests and may work in a group or individually. Project work enables students to extend their capacity for and confidence in collaboration and teamwork.</p> <p>Lectures and seminars set out issues to be considered as well as providing audio-visual examples of good working practices. Visiting speakers are invited to demonstrate and critique professional working practices of music therapy and projects in Arts and Health. A series of experiential workshops and practical exercises underpin the learning process by developing and extending knowledge and skills in relation to such topics as: clinical improvisation, songwriting for wellbeing, receptive listening approaches, the health and social care landscape and career paths in music therapy. Presentations, seminars and tutorial discussions afford opportunities for students to develop greater confidence in their identity as musicians and develop flexibility within their musicianship practices. They also focus on aspects of key transferable and professional skills.</p>

For the summative presentation, students will present aspects of their project work to the student cohort, including recorded examples of demonstrations of the musical skills developed for supporting the wellbeing of others, and demonstrating their understanding of theory and practice. The presentation and subsequent discussion with tutors is an opportunity for students to review, contextualise and critically reflect upon their practice.

### Part 3: Assessment

#### Assessment strategy

The assessment enables the student to demonstrate achievement across all the learning outcomes of the module. This assessment type has been chosen to enable students to combine a range of outputs supported by the teaching and learning and to facilitate the development of reflective learning in relation to professional practice. Assessment criteria will be detailed in the Module Handbook and will be based around the level of achievement across reflective practice, relational musical skills, contextual understanding, professional engagement and communication as well as management and organisation.

#### Formative assessment

Formative assessment activities involve students participating in the reflective evaluation of presented work (their own and others') in seminars and group tutorials. All students will be expected to contribute to the critical evaluation of fellow students' work. Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.

#### Summative assessment




Component A1: Portfolio (100%)

Full guidance as to the requirements will be available in the Module Handbook. Indicatively, the Portfolio will contain a number of different pieces of demonstrating knowledge and understanding of music therapy practices and application within a controlled work-based learning context along with evidence of the development of communicative musical skills, transferable people skills and self-reflective learning. For example:

- A journal detailing activity in a relevant work-based learning context, reflecting on therapeutic approaches as detailed in the topics covered.
- A plan for a supervised therapeutic activity in a relevant work-based learning context as agreed and negotiated with tutors. This should reference the particular client group (for example, aphasia, Asperger's, dementia), relevant professional and ethical considerations and requirements and be supported by relevant research and materials to be used in the course of the session (e.g. a *possible* play book of songs, recordings of sounds and improvisations).
- A short reflective report in the context of music and health practices on the activity, including planning, implementation and conclusions drawn (such as identifying areas of improvement) supported by relevant (visual / aural) examples.
- A presentation: as a summative critique, students select the audio-visual material which best represents their practice experience and give a 15 minute presentation, including Q&A to tutors and peers.

Identify final timetabled piece of assessment (component and element)	Component A1	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individually negotiated Portfolio	100%	

### Part 4: Teaching and Learning Methods

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"><li>1. Discuss and explain contexts and practices of music therapy and other Arts and Health practices;</li><li>2. Negotiate organizational and/or collaborative initiatives to address creative and professional tasks with tutors and peers;</li><li>3. Research and plan a supervised therapeutic activity in a relevant work-based learning context;</li><li>4. Apply creative musical and professional skills in developing musical relationships with vulnerable people in the community in order to promote their wellbeing;</li><li>5. Employ reflective musical practices in a controlled work-based learning context;</li><li>6. Review, evaluate and critically reflect on their own work, and the work of others in relation to professional standards and career intentions;</li><li>7. Engage confidently in discussion and debate in the presentation of their work.</li></ol> <p>All assessed through Component A1.</p>																																								
<div>Key Information Sets Information (KIS)</div> <div>Contact Hours</div> <div>Total Assessment</div>	<table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>15</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr><tr><td colspan="4"></td><td></td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table><tr><td colspan="2">Total assessment of the module:</td></tr><tr><td>Written exam assessment percentage</td><td>0%</td></tr><tr><td>Coursework assessment percentage</td><td>100%</td></tr><tr><td>Practical exam assessment percentage</td><td>0%</td></tr><tr><td colspan="2">100%</td></tr></table>	Key Information Set - Module data					Number of credits for this module									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150						Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%	100%	
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Reading List	<p>Essential reading (of both texts and scores) and listening required for tutorials will be provided to students in the form of electronic and printed materials specific to the topics covered and made available via Blackboard or other media as appropriate. Relevant texts, scores and recordings for further reading and listening will be recommended as required.</p> <p>It is essential that students use an appropriate range of sources, including audio sources</p>																																								

	<p>to inform their musical development. Where appropriate, staff will guide students by detailing expectations for reading and listening, and will suggest particular resources to examine. Students will also be expected to identify materials for themselves, through use of the library and electronic sources.</p> <p>The following list is indicative and will up-dated for publication as a reading list on <a href="http://readinglists.uwe.ac.uk">http://readinglists.uwe.ac.uk</a>, in the Module Handbook and as an on-line list on Blackboard.</p> <p><i>Information to follow</i></p> <p><b>Core Reading</b>  <b>Recommended for Student Purchase</b>  <b>Further Reading</b></p>
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## FOR OFFICE USE ONLY

First CAP Approval Date	21 March 2017			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	<a href="#">Link to MIA 10595</a>