MODULE SPECIFICATION

Part 1: Information			
Module Title	Collaborative Music and Arts Experience as an Educational and Therapeutic Entitlement for Vulnerable Young People		
Module Code	USPKHX-30-M	Level	M
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Psychology
Department	Health and Social Sciences		
Contributes towards	Professional Development Awards		
Module type:	Professional Practice		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	Undergraduate degree or equivalent. Must be in relevant professional employment.		

Part 2: Description
This module will be focussed on developing the use of music and other arts in the students' practice to support the relational health of children and young people affected by adverse life events and trauma. The student will be required to design and carry out a two-stage inquiry in their workplace following workshops and attend lectures on the ethical frameworks and skills and resources needed to work with music and the arts to support relational health. Students do not need a background in music and the arts to undertake this module. All teaching will be relevant to trauma-informed models and are suitable for experienced educators and professionals working with children and young people.   In this module the following content will be included: • Skills and resources to be introduced into the workplace (including those developed through the Learning In A New Key LINK project)   • Ethical frameworks including UNCRC principles and recent policy drives

- Overview of the European Policy context for the relational health of children and young people in education
- Knowledge base exploring the relationship between creativity and recovery from trauma
- Relevant evaluation tools for use in action-based inquiries using the arts
- Design of a workplace inquiry using music and the arts
- Reflective learning styles
- A relevant trauma-informed professional competence framework developed through the ERASMUS+ Learning In a New Key (LINK) project

The module will be delivered employing a variety of techniques requiring the students to use and further develop their skills of independent learning. Online lectures will deliver much of the theoretical module content which can be further discussed and developed in face-to-face seminars, and the musical skills will be delivered in practical workshops. Various opportunities will be provided for self-assessment and formative feedback throughout the course of the module.

There will be a practical element to the module, involving first the training in musical and arts based activities which can be used to support the relational health of young people through workshops, and then the supported practical application of this within the workplace. The students will also receive appraisals in the workplace from a course tutor or placement educator.

Part 3: Assessment: Strategy and Details

The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills, whilst ensuring that the module's Learning Outcomes are met. The assignment will demonstrate that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. In addition, there is exploration of some of the problematics arising in relation to ethical dilemmas or decisions.

The assessment for this module comprises of a presentation to peers and a practice portfolio.

Component A comprises an inquiry portfolio. The portfolio will typically contain the following:

- a protocol for a work-based action inquiry to be carried out in the workplace

- An account of the inquiry including the use of a relevant inquiry tool

- Reflective log of engagement with music activities

- A folder of resources to promote relational health in the workplace

- Tutor appraisal and self-appraisal

- A minimum of 120 placement hours are required to be evidenced in the log

Component B comprises a presentation incorporating argument, discussion, questions and audio-visual extracts reflecting on the participants' developing use of music and the arts in the classroom or other work environment. This presentation must incorporate a reflexive account of the significance of knowledge and skill in the context of education and health, and with reference to UNCRC principles and recent policy drives.

Formative Assessment

Opportunities exist for formative assessment in the module, through supervision, individual feedback from tutors and peer reflection.

Identify final timetabled piece of assessment (component and element)	Component A (1)	
% weighting between components A and B (Standard modules only)	**A:**	**B:**
	P/F	**100%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Practice Portfolio	Pass/fail
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation including audio-visual elements (20 minutes maximum)	100%
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Practice Portfolio	P/F
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation including audio-visual elements (20 minutes maximum)	100%

Part 4: Learning Outcomes & KIS Data	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate critical and reflexive engagement in their application of music and other arts based activities within the classroom or other learning environment (Component A and B) 2. Critically appraise a range of appropriate ethical frameworks to work with children and young people affected by adverse life experiences (Component A and B) 3. Design an appropriate classroom enquiry within this ethical framework incorporating the use of arts based activities to support social and relational wellbeing in the classroom or other learning environment (Component A); 4. Implement and document a classroom inquiry using a reflexive approach (Component A) 5. Critically engage with literature pertaining to the use of the arts to develop social and relational learning and the importance of attachment (Component A and B); 6. Demonstrate and appraise their developing trauma-informed professional competencies in relation to the LINK Project Framework of Competencies (Component A and B)
Key Information Sets Information (KIS)	This module does not contribute to any undergraduate programmes.

Contact Hours	**Key Information Set - Module data**					
	Number of credits for this module				30	
	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
	300	60	120	120	300	✅

Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes a;
	Written Exam: Unseen or open book written exam
	Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test
	Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	0%
Practical exam assessment percentage	100%
	100%

Reading List	The electronic reading list for this module may be accessed by clicking on the following link:
	https://uwe.rl.talis.com/lists/D159F82B-DA22-BDD4-A3E7-9F7888CD629F.html

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First ASQC Approval Date	6 Mar 2018			
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