



MODULE SPECIFICATION

Part 1: Information			
Module Title	Collaborative Music for Young People's Relational Health		
Module Code	USPKHX-30-M	Level	Level 7
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health & Applied Sciences	Field	Psychology
Department	HAS Dept of Health & Social Sciences		
Module type:	Professional Practice		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Overview: 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.</p> <p>Features: Module Entry Requirements: Undergraduate degree or equivalent Must be in relevant professional employment</p> <p>Educational Aims: 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.</p> <p>Outline Syllabus: In this module the following content will be included:</p> <p>Skills and resources to be introduced into the workplace (including those developed through the Learning In A New Key LINK project)</p>

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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

Teaching and Learning Methods: 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 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

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 an online 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.

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First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	0 %	Practice Portfolio Pass/Fail
Presentation - Component B		100 %	Presentation including audio-visual elements (20 minutes maximum)
Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	0 %	Practice portfolio Pass/Fail
Presentation - Component B		100 %	Presentation including audio-visual elements (20 minutes maximum)

Part 4: Teaching and Learning Methods															
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Demonstrate critical and reflexive engagement in their application of music and other arts based activities within the classroom or other learning environment</td> <td>MO1</td> </tr> <tr> <td>Critically appraise a range of appropriate ethical frameworks to work with children and young people affected by adverse life experiences</td> <td>MO2</td> </tr> <tr> <td>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</td> <td>MO3</td> </tr> <tr> <td>Implement and document a classroom inquiry using a reflexive approach</td> <td>MO4</td> </tr> <tr> <td>Critically engage with literature pertaining to the use of the arts to develop social and relational learning and the importance of attachment</td> <td>MO5</td> </tr> <tr> <td>Demonstrate and appraise their developing trauma-informed professional competencies in relation to the LINK Project Framework of Competencies</td> <td>MO6</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Demonstrate critical and reflexive engagement in their application of music and other arts based activities within the classroom or other learning environment	MO1	Critically appraise a range of appropriate ethical frameworks to work with children and young people affected by adverse life experiences	MO2	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	MO3	Implement and document a classroom inquiry using a reflexive approach	MO4	Critically engage with literature pertaining to the use of the arts to develop social and relational learning and the importance of attachment	MO5	Demonstrate and appraise their developing trauma-informed professional competencies in relation to the LINK Project Framework of Competencies	MO6
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	Face-to-face learning	60
	Total Scheduled Learning and Teaching Hours:	60
	Hours to be allocated	300
	Allocated Hours	300
Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/uspkhx-30-m.html</p>	

Part 5: Contributes Towards

This module contributes towards the following programmes of study: