



Module Specification

Collaborative Music for Young People's Relational Health

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Part 1: Information

Module title: Collaborative Music for Young People's Relational Health

Module code: USPKHX-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

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: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

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.

Features: Module Entry Requirements:

Undergraduate degree or equivalent

Must be in relevant professional employment

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.

Outline syllabus: 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

Part 3: Teaching and learning methods

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.

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

MO1 Demonstrate critical and reflexive engagement in their application of music and other arts based activities within the classroom or other learning environment

MO2 Critically appraise a range of appropriate ethical frameworks to work with children and young people affected by adverse life experiences

MO3 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

MO4 Implement and document a classroom inquiry using a reflexive approach

MO5 Critically engage with literature pertaining to the use of the arts to develop social and relational learning and the importance of attachment

MO6 Demonstrate and appraise their developing trauma-informed professional competencies in relation to the LINK Project Framework of Competencies

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 120 hours

Placement = 120 hours

Face-to-face learning = 60 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspkhx-30-m.html) via the following link <https://uwe.rl.talis.com/modules/uspkhx-30-m.html>

Part 4: Assessment

Assessment strategy: 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.

Task 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.

Task 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.

Assessment tasks:

Presentation (First Sit)

Description: Presentation including audio-visual elements (20 minutes maximum)

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO5, MO6

Portfolio (First Sit)

Description: Practice Portfolio

Pass/Fail

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Presentation (Resit)

Description: Presentation including audio-visual elements (20 minutes maximum)

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO5, MO6

Portfolio (Resit)

Description: Practice portfolio

Pass/Fail

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study: