



UNIVERSITY OF  
PLYMOUTH

# ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2021-22

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## FdA Creative Arts Therapy Studies

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# 1. Welcome and Introduction

Welcome to FdA Creative Arts Therapy Studies delivered at Ashley Down Campus by City of Bristol College

- The programme is unique in its integration of creative arts and therapeutic benefits working in health, care, education and community settings
- It provides a supportive and experiential learning environment to enhance students' own creativity and expressiveness and to facilitate personal growth and development
- Students qualify as creative arts practitioners with excellent facilitation skills, understanding of groups and ability to empower individuals' personal learning potentials
- This is a practice-based course, encouraging self-development, enterprise and a zest for creating a high calibre, unique professional portfolio
- The programme has been developed in consultation with and is delivered by professional practitioners and so reflects current developments on arts in health practice with a strong emphasis on the difference between arts psychotherapy and creative arts in a therapeutic environment
- Opportunities to network with local and regional organisations for work-based experience and possible future employment
- Visiting lecturers offer expertise in developing and implementing creative arts projects in health, care, education and/or community settings.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:  
The approved programme specification  
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook which contains student support based information on issues such as finance and studying at HE available at: <https://moodle.cityofbristol.ac.uk/moodle>
- Your Module Guide available at <https://moodle.cityofbristol.ac.uk/moodle>
- Your University of Plymouth Student Handbook available at:
- <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

# Programme Specification

**Awarding Institution:** University of Plymouth  
**Teaching Institution:** City of Bristol College  
**Final Award:** FdA  
**Intermediate Awards:** Certificate of Higher Education (CertHE)  
**Programme Title:** Creative Arts Therapies Studies

**UCAS Code:** **W900**  
**Benchmarks** Foundation Degree Qualification Benchmark informed by QAA subject benchmark for Education Studies and for Arts Therapy.

**Date of Approval:** May 2008  
**May 2011**

## Admissions Criteria:

Qualification(s) Required for Entry to the FdA	Comments
<b>Candidates must have:</b>	
Key Skills requirement	Normally all level 3 skills achievements including Communication and Numeracy
<b>and/or</b>	
GCSEs required at Grade C and above	Normally 5 GCSEs including Maths and English
<b>Plus at least one of the following:</b>	
A Levels required:	56 UCAS points including one A2 award
BTEC National Certificate/Diploma	56 UCAS points from any of the following: Health and Care; Early Years; Nursing; Creative Arts; Performing Arts; Music; Art; Theatre
HNC/D	Health and Care; Early Years; Nursing; Creative Arts; Performing Arts; Music; Photography
VDA: AGNVQ, AVCE, AVS	Nursing; Care; Education; Community; Performing Arts
Access to HE Diploma	Yes
International Baccalaureate	Yes
Irish/Scottish Highers/Advanced Highers	Health and Care; Early Years; Nursing; Creative Arts; Performing Arts; Music; Photography
Work Experience	Related employment experience gained from: Health and care environments; arts/theatre/performance agencies; main-stream and/or special education; community-based work experience.
Other non-standard awards or experiences	Yes – relevant portfolio to be considered at interview

APEL/APCL possibilities	University of Plymouth regulations apply
Interview/portfolio requirements	All applicants will normally be required to attend an interview
Disclosure and Barring Service (DBS) clearance required	All students are required to undergo a DBS check prior to enrolment.

### **Aims of the Programme:**

The programme is intended to:

1. Enable students to develop skills required to plan and implement creative arts projects in health, care, education and/or community settings
2. Develop knowledge and understanding of the therapeutic process and how it can be applied in creative expression
3. Develop skills in communicating, evaluating and problem-solving within various contexts and settings
4. Develop skills in self-promotion, self-reflection and continuing professional development
5. Enable students to pursue a career in the arts in health, care, education and/or community settings

### **Programme Intended Learning Outcomes:**

By the end of this programme the student will be able to:

1. Demonstrate understanding of the influence and methods of creative interventions on individuals' perceptions and experiences of well-being and social integration
2. Apply creative skills in a range of settings to enhance learning, motivation, communication and expressiveness
3. Employ inter-personal communication skills with participants, team members and organisations demonstrating sensitivity to individual needs
4. Appreciate and respect the difference between arts psychotherapy and creative arts in a therapeutic environment
5. Show self-awareness and awareness of others
6. Work effectively as an individual with a high level of self-awareness of the professional environment and their role within it
7. Liaise and network for creative arts projects with the voluntary and statutory sectors and with individuals
8. Develop individual niche based on researched evidence and market personal strengths
9. Continue to reflect upon own artistic/professional development.

### **Progression Route**

Approved 'progression route(s)' are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to 'top-up' to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3-years.

This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

The suggested progression route for this programme is to the BA Education at the University of Plymouth

## Programme Specification

<p><b>A: Development of Knowledge and Understanding</b></p>	<p><b>Learning and Teaching Strategy/Method</b></p>
<p>By the end of the programme the student will be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the major theories of the discipline(s) and an awareness of a variety of ideas and contexts</li> <li>• person-centred communication skills and safe environments conducive to positive learning experiences</li> <li>• the importance of continuous reflection in a supervisory context</li> <li>• the application of equal opportunities and different needs</li> <li>• the impact of self on others and vice versa</li> <li>• personal strength and areas of development</li> <li>• the wider social and environmental implications of area(s) of study and will be able to debate issues in relation to more general ethical perspectives</li> <li>• networking opportunities in local and regional creative arts, health and education contexts</li> </ul>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Lectures and tutorials</li> <li>• Experiential learning</li> <li>• Directed independent study</li> <li>• Learning from work experience</li> </ul> <p style="text-align: center;"><b>1.1.1. Secondary</b></p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Problem-solving exercises</li> </ul>
<p><b>NB: Benchmark References</b></p> <p>Education Studies FD Qualification Arts Therapy</p>	<p><b>Assessment</b></p> <p>Key knowledge and understanding is assessed via a combination of essays, presentations and seminars.</p>

<p><b>1.1.2. B: Cognitive and Intellectual Skills</b></p>	<p>Learning and Teaching Strategy/Method</p>
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> <li>• critique contrasting theories and frameworks</li> <li>• analyse and synthesise theory and practice</li> <li>• differentiate between arts psychotherapy and therapeutic arts</li> <li>• evaluate the benefits of creative arts projects</li> <li>• translate outcomes from evaluations into new creative arts interventions</li> </ul>	<p style="text-align: center;"><b>1.1.3. Primary</b></p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Class exercises</li> <li>• Tutorial/seminar discussions</li> <li>• Feedback via coursework assessment process (essays etc)</li> </ul> <p style="text-align: center;"><b>1.1.4. Secondary</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Policy and practice analysis in surgeries</li> </ul>



<ul style="list-style-type: none"> <li>intelligently apply appropriate principles in assessing policy or practice</li> <li>demonstrate problem-solving and research skills</li> </ul>	
<p><b>1.1.5. NB: Benchmark References</b></p> <p>Education Studies FD Qualification Arts Therapy</p>	<p><b>1.1.6. Assessment</b></p> <ul style="list-style-type: none"> <li>Assessed discussions</li> <li>Essays/projects/dissertations</li> <li>Coursework/groupwork on practical application questions.</li> </ul>

<p><b>1.1.7. C: Key Transferable Skills</b></p> <p><b>1.1.8.</b></p>	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> <li>interact effectively within a team/ learning group</li> <li>research materials and resources effectively to make informed decisions</li> <li>manage learning using resources for the discipline</li> <li>communicate effectively in a manner appropriate to the discipline</li> <li>take responsibility for own learning with minimum direction</li> <li>manage information with the ability to select from a range of sources and develop appropriate research strategies</li> </ul>	<p><b>1.1.9. Primary</b></p> <p>Library and other research exercises Group work awareness and practice Creative explorations</p> <p><b>Secondary</b></p> <p>Class and seminar interactions and feedback.</p>
<p><b>1.1.10. NB: Benchmark References</b></p> <p>Education Studies FD Qualification Arts Therapy</p>	<p><b>1.1.11. Assessment</b></p> <ul style="list-style-type: none"> <li>Coursework of all types</li> <li>Assessed discussions</li> <li>Group work assessments</li> </ul>

<p><b>1.1.12. D: Practical Skills</b></p> <p><b>1.1.13.</b></p>	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> <li>communicate and present self effectively</li> </ul>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>Experiential exercises</li> <li>Learning from work</li> <li>Projects</li> </ul>

<ul style="list-style-type: none"> <li>• apply creative skills with a range of materials and sources</li> <li>• write effectively and in a manner oriented towards the target group</li> <li>• facilitate groups with a humanistic approach</li> <li>• apply computer, information technology and media effectively</li> <li>• apply numerical skills (e.g. relevant for fundraising and budgeting) effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Lectures and tutorials</li> </ul>
<p><b>1.1.14. E: Employment Related Skills</b></p>	<p><b>1.1.15. Learning and Teaching Strategy/Method</b></p>
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> <li>• network with relevant agencies and individuals</li> <li>• translate government policies into marketable creative arts projects</li> <li>• work with and within teams</li> <li>• identify funders and write fundraising applications for projects</li> <li>• market personal skills</li> <li>• develop individual niche</li> <li>• manage time and tasks in correspondence with demand</li> <li>• work with a solution-focused approach</li> </ul>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Experiential exercises</li> <li>• Learning from work</li> <li>• Projects</li> <li>• Presentations</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Lectures and tutorials</li> </ul> <p><b>1.1.16.</b></p>
<p><b>1.1.17. NB: Benchmark References</b></p> <p>Education Studies FD Qualification Arts Therapy</p>	<p><b>1.1.18. Assessment</b></p> <ul style="list-style-type: none"> <li>• Project work</li> <li>• Self- and peer evaluation of project presentations</li> <li>• Placement report</li> </ul>

## Programme Structure

Partner: University of Plymouth

Academic Year: 20/21

Programme Code: 3451

Programme Title: FdA Creative Arts Therapy Studies

Full/Part Time: Full Time

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
COBC1192	The Creative Process of Developing Self-Awareness	20	1	1 and 2	Core
COBC1193	Groupwork and Performance Skills	20	1	1	Core
COBC1194	Arts and Health Project 1	20	1	1	Core
COBC1111	Professional Practice	20	1	2	Core
COBC1141	Marketing of Creative Arts Projects	20	1	2	Core
COBC1003	Understanding the Therapeutic Process	20	1	2	Core

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

Partner: University of Plymouth

Academic Year: 20/21

Programme Code: 3451

Programme Title: FdA Creative Arts Therapy Studies

Full/Part Time: Full Time

Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
COBC2161	Creative Expression with Words (Creative Writing/Drama)	20	2	1	Core
COBC2162	Creative Expression with Movement Improvisation	20	2	1	Core
COBC2163	Creative Expression with Art Materials	20	2	2	Core
COBC2164	Creative Expression with Music and Sounds	20	2	2	Core
COBC2165	Arts and Health Project 2	40	2	1 and 2	Core

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

FHEQ level: 4 For: Creative Arts Therapies Studies Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
1	Autumn Yr 1	Core	20	COBC 1192 The Creative Process of Developing Self Awareness
1	Autumn Yr 1	Core	20	COBC1193 Creative Group work and Performance Skills
1	Spring Yr 1	Core	20	COBC1114 Marketing of Creative Arts Projects
1	Spring Yr 1	Core	20	COBC 1003 Understanding the Therapeutic Process
2	Autumn Yr2	Core	20	COBC1194 Arts and Health Project 1
2	Autumn Yr2	Core	20	COBC1111 Professional Practice

### FHEQ level: 5 For: Creative Arts Therapies Studies Part Time

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
2	Spring Yr2	Core	20	COBC2163 Creative Expression with Art Materials
2	Spring Yr2	Core	20	COBC 2164 Creative Expression with Music and Sounds
3	Autumn Yr3	Core	20	COBC2161 Creative Expression with Words
3	Autumn Yr3	Core	20	COBC 2162 Creative Expression with Movement Improvisation
3	Spring Yr3	Core	40	COBC 2165 Arts and Health Project 2

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Module Records

**MODULE SECTION A: DEFINITIVE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> COBC1192	<b>MODULE TITLE:</b> The Creative Process of Developing Self-Awareness
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> W900
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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### SHORT MODULE DESCRIPTOR:

This module provides theoretical and explorative insight into the explicit and implicit structure of the self-based on humanistic and cognitive behavioural approaches. You are encouraged to explore your personal history in relation to theoretical concepts of growth and development. You are expected to identify and work on personal challenges throughout the course of this module and demonstrate progression and increased levels of self-awareness.

### ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	50%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>	50%	<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Arts and Education

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- Explore humanistic and behavioural theories of human growth and development
- Gain greater sense of self and self-awareness through experiential exploration
- Integrate personal history and identify 'growing edges'

### ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

1. Describe and evaluate humanistic and behavioural theories to understand self and others
2. Identify and analyse personal issues that resonate with project work
3. Critically reflect on self-awareness through the creative interventions experienced to enhance creative expressiveness

<b>DATE OF APPROVAL:</b> 05/2008	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2009	<b>SCHOOL/PARTNER:</b> CoBC
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> Semester 1

Additional notes (for office use only):



## Programme Structure

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process.*

<b>ACADEMIC YEAR: 2021-2022</b>	<b>NATIONAL COST CENTRE: 33</b>
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<b>MODULE LEADER: Katherine Engel</b>	<b>OTHER MODULE STAFF: Rebecca Gee</b>
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**Summary of Module Content**

- Developing a sense of personal history, growth and development
- Application of humanistic theories to personal growth and development
- Playful exploration focusing on the development of greater self-awareness

**SUMMARY OF TEACHING AND LEARNING**

Scheduled Activities	Hours	Comments/Additional Information
Tutorial	1	
Practical Classes and Seminars	48	
Workshops	12	
Independent Study	139	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives</i>
Written exam	E_			
	T_			
Coursework	C	Article	50%	All LO
		Reflective review	50%	
Practice	P_			

<b>Updated by:</b> Amy Creech Date: 10 May 2021	<b>Approved by:</b> Alexandra Moruzzi Date: 10 May 2021
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\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

**SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.**

<b>MODULE CODE: COBC1003</b>	<b>MODULE TITLE: Understanding the Therapeutic Process</b>
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<b>CREDITS: 20</b>	<b>FHEQ LEVEL: 4</b>	<b>JACS CODE: W900</b>
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE: Yes</b>
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**SHORT MODULE DESCRIPTOR:**  
 This module enables you to develop an in-depth understanding of the process of arts in therapy within ethically safe practice. How does self-reflection inform our creative practice? What do you gain from the process of self-reflection? You explore the challenges of receiving and giving critical and constructive feedback that enhances professional and personal growth.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	60%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>	40%	<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Arts and Education

**Professional body minimum pass mark requirement:** N/A

- MODULE AIMS:**
- Understand the similarities and differences between arts psychotherapies and therapeutic arts in a range of settings (health, care, education and community)
  - Introduction to Ethical Frameworks of professional organisations

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)  
 At the end of the module the learner will be expected to be able to:

1. Identify and differentiate between arts psychotherapy and therapeutic arts
2. Describe and evaluate stages of the therapeutic process
3. Describe ethical practice in the context of creative arts in therapeutic settings

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

<b>DATE OF APPROVAL:</b> 05/2008	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2009	<b>SCHOOL/PARTNER:</b> CoBC
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> All Year

Additional notes (for office use only):

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

### • SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR: 2021-2022</b>	<b>NATIONAL COST CENTRE: 33</b>
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<b>MODULE LEADER: Katherine Engel</b>	<b>OTHER MODULE STAFF: Sarah Ivanovich</b>
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#### Summary of Module Content

- Theory, Practice and Research in Arts Psychotherapies
- Experiencing arts psychotherapy in a simulation with a professionally trained tutor/arts psychotherapist
- Creating and experiencing safe spaces to work creatively and expressively
- Developmental learning of the therapeutic process
- Group reflection on experiences and ethical practice

#### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

Scheduled Activities	Hours	Comments/Additional Information
Seminars, workshops, practical lessons	48	
Independent reflection	12	
Tutorial	1	
Independent study	139	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives (LO)</i>
Written exam	E_			
	T_			
Coursework	C_	Essay Reflective Review	60% 40%	All LO
Practice	P_			

<b>Updated by:</b> Amy Creech Date: 10 May 2021	<b>Approved by:</b> Alexandra Moruzzi 2021 Date: 10 May
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\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

**SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.**

<b>MODULE CODE:</b> COBC1111	<b>MODULE TITLE:</b> Professional Practice
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> X900
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> No
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**SHORT MODULE DESCRIPTOR:**

This module is designed to enable students to demonstrate that they have all the qualities and transferable skill necessary for relevant employment requiring the exercise of responsibility and decision-making, including the ability to relate their professional practice to underlying theory and principles.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	<b>100%</b>	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Arts and Education

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To enable students to develop a comprehensive portfolio of evidence that supports their career development and practice.
- To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.
- To support students in developing as autonomous learners at HE level.

**ASSESSED LEARNING OUTCOMES:**

At the end of the module the learner will be expected to be able to:

1. Select examples from their practice to illustrate their understanding of the well established principles of the area(s) of study in the programme.
2. Demonstrate the ability to work independently and in a team in a manner that meets professional requirements.
3. Demonstrate the acquisition of research related skills in the area(s) of study;
4. Demonstrate the ability to communicate in styles appropriate for a variety of professional purposes and audiences.
5. Evaluate own strengths and weaknesses, and areas requiring further development, as part of the continuing Personal Development Plan (PDP).

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

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<b>DATE OF APPROVAL:</b> 05/2008	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2009	<b>SCHOOL/PARTNER:</b> CoBC
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> Semester 2

Additional notes (for office use only):
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\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

### • SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR: 2021-2022</b>	<b>NATIONAL COST CENTRE: 34</b>
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<b>MODULE LEADER: Rebecca Gee</b>	<b>OTHER MODULE STAFF: Amy Creech</b>
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#### Summary of Module Content

- Academic literacy and research conventions in their chosen field;
- The requirements of professional practice;
- Informed reflection, self-evaluation and personal action planning;
- Relevant ICT competences to support academic and professional practice;
- Information Literacy, including search strategies, identification and critical selection of quality, scholarly information.

#### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

Scheduled Activities	Hours	Comments/Additional Information
Tutorial	2	
Practical Classes & Work-shops	48	
Placement	60	
External Visits	3	
Independent Study	87	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Placement Report	100%	All LO
Practice	P_			

**Updated by:** Amy Creech  
Date: 10 May 2021

**Approved by:** Alexandra Moruzzi  
Date: 10 May 2021

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

### SECTION A: DEFINITIVE MODULE RECORD.

<b>MODULE CODE: COBC1193</b>	<b>MODULE TITLE: Creative Groupwork and Performance Skills</b>
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<b>CREDITS: 20</b>	<b>FHEQ LEVEL: 4</b>	<b>JACS CODE:</b>
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE: Yes</b>
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**SHORT MODULE DESCRIPTOR:**

This module introduces you to the various aspects of groupwork through the development of the students' own creative performance skills. It explores both the practical and theoretical aspects. Initially in role-play and later in small group project work you develop and practice communication and performance skills, project management and effective problem-solving through the devising and performing of a performance piece.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION	COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	<b>C1</b>	<b>50%</b>	<b>P1</b>	<b>50%</b>
<b>E2</b> (OSCE)	<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)	<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Arts and Education

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Develop groupwork skills
- Develop performance skills
- Understand group dynamics and the various roles played out within groups

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Establish and sustain the professional boundaries appropriate to the role of a performance group and evidence a range of performance skills
2. Identify different stages of group dynamics and leadership styles
3. Critically evaluate and manage relationships with peers in a performance based project

**DATE OF APPROVAL:** 08/2010

**FACULTY/OFFICE:** Academic Partnerships

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2



## Programme Structure

<b>DATE OF IMPLEMENTATION:</b> 09/2011	<b>SCHOOL/PARTNER:</b> CoBC
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> Semester 1

<b>Additional notes (for office use only):</b>
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\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

### • SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR: 2021-2022</b>	<b>NATIONAL COST CENTRE:</b>
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<b>MODULE LEADER: Rebecca Gee</b>	<b>OTHER MODULE STAFF: Batel Magen</b>
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#### Summary of Module Content

- Improvisation and role-play practice to develop effective communication and performance skills
- Exploration of co-leadership and facilitation styles in creative and explorative group work
- Solution-focused learning
- Develop performance skills
- Develop theatre, drama, movement and musical skills

#### SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Seminars, workshops, practical lessons	48	
Rehearsals	12	
Tutorial	1	
Independent study	139	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Reflective Log	50%	LO 2 and 3
Practice	P_	Performance	50%	LO 1

<b>Updated by:</b> Amy Creech Date: 10 May 2021	<b>Approved by:</b> Alexandra Moruzzi Date: 10 May 2021
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\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

### SECTION A: DEFINITIVE MODULE RECORD.

<b>MODULE CODE: COBC1194</b>	<b>MODULE TITLE: Arts and Health Project 1</b>
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<b>CREDITS: 20</b>	<b>FHEQ LEVEL: 4</b>	<b>JACS CODE: W900</b>
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<b>PRE-REQUISITES: None</b>	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Yes</b>
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**SHORT MODULE DESCRIPTOR:**

This module enables you to develop sound competencies, effectiveness and skills in planning and implementing a creative arts project within your area of interest. You will research the relevance/feasibility of your ideas). This will be informative for your Work-Based Learning.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION	COURSEWORK	PRACTICE
<b>E1</b> (Formally scheduled)	<b>C1</b> <b>50%</b>	<b>P1</b> <b>50%</b>
<b>E2</b> (OSCE)	<b>C2</b>	<b>P3</b>
<b>T1</b> (in-class test)	<b>A1</b>	

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Arts and Education

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Students plan and facilitate a creative arts workshop for their peers
- Students develop confidence and professionalism in the delivery of creative arts projects
- Prepare students for the first placement by developing an understanding and knowledge of the needs of particular populations e.g. mental health, learning disabilities, children and young people, older people, different cultural populations.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Facilitate a creative activity for peers
2. Understand personal, organisational and population-related parameters relevant to the successful implementation of a creative arts project
3. Systematically evaluate creative arts projects
4. Understand difference and diversity to enhance creative projects

<b>DATE OF APPROVAL:</b> 05/2008	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2009	<b>SCHOOL/PARTNER:</b> CoBC
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> Semester 1

Additional notes (for office use only):

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

### • SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR: 2021-2022</b>	<b>NATIONAL COST CENTRE: 33</b>
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<b>MODULE LEADER: Amy Creech</b>	<b>OTHER MODULE STAFF: Rebecca Gee</b>
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<b>Summary of Module Content</b> <ul style="list-style-type: none"> <li>Project planning and management</li> <li>Facilitation skills</li> <li>Presentation skills</li> <li>Good practice in health, care, education and/or community settings</li> <li>Ethical guidelines</li> <li>Research in evaluative methodologies</li> </ul>
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<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminars, workshops, practical lessons	84	
Workshops	12	
Tutorial	2	
Independent learning	102	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives</i>
Written exam	E_			
	T_			
Coursework	C_	Report	50%	LO 2, 3 and 4
Practice	P_	Facilitation	50%	LO1

<b>Updated by:</b> Amy Creech Date: 10 May 2021	<b>Approved by:</b> Alexandra Moruzzi Date: 10 May 2021
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\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

**SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.**

<b>MODULE CODE: COBC1141</b>	<b>MODULE TITLE: MARKETING OF CREATIVE ARTS PROJECTS</b>
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<b>CREDITS: 20</b>	<b>FHEQ LEVEL: 4</b>	<b>JACS CODE: W900</b>
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE: Yes</b>
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**SHORT MODULE DESCRIPTOR:**

This module provides professional guidance from arts professionals working in independent practice and/or for creative arts agencies. Each artist provides a unique insight into their very own practice approach sharing how to keep on-going stamina and a zest for innovation and risk-taking, from developing, marketing, fundraising and implementing creative arts projects.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Arts and Education

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Introduce students to marketing strategies and organisational skills
- Developing awareness of personal skills and skill gaps for professional development
- Exploration of creative ways to apply personal strengths in effective ways to future professional development.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Identify and evaluate personal strengths and areas of development relevant for the successful implementation of a creative arts project
2. Demonstrate strategies to network and create successful partnerships for future work
3. Identify fundraising activities for creative arts projects
4. Identify marketing activities to promote creative projects.

<b>DATE OF APPROVAL:</b> 05/2008	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2009	<b>SCHOOL/PARTNER:</b> CoBC

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> Semester 2
Additional notes (for office use only):	

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2021-2022	<b>NATIONAL COST CENTRE:</b> 33
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<b>MODULE LEADER:</b> Rebecca Gee	<b>OTHER MODULE STAFF:</b> Amy Creech
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**Summary of Module Content**

- Workshops with artists: The process of a creative arts project – from beginning to end
- Visit potential placement providers
- Marketing and fundraising skills for creative arts practitioners
- Creative exploration of personal strengths and areas of development - a SWOT analysis
- Action plans to address areas of development

**SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

Scheduled Activities	Hours	Comments/Additional Information
Seminars, workshops, practical lessons	48	
External Visits	12	
Tutorial	1	
Independent learning	139	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Written exam	E			
	T_			
Coursework	C_	Fundraising and marketing plan	70%	
		Networking Portfolio	30%	
Practice	P_			

**Updated by:** Amy Creech  
Date: 10 May 2021

**Approved by:** Alexandra Moruzzi  
Date: 10 May 2021

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

### SECTION A: DEFINITIVE MODULE RECORD.

<b>MODULE CODE:</b> COBC2161	<b>MODULE TITLE:</b> Creative Expression with Words (Creative Writing/Drama)
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> W900
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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#### **SHORT MODULE DESCRIPTOR:**

This module introduces you to the effective use of words written/verbal to develop creative expressiveness and enhance individuals' perception of health and well-being. You may already have enhanced in this area of practice and can now develop your skills in greater depths. A Drama Psychotherapist who is an expert in his/her artistic/clinical practice teaches the module.

#### **ELEMENTS OF ASSESSMENT**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	<b>50%</b>	<b>P1</b>	<b>50%</b>
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Arts and Education

**Professional body minimum pass mark requirement:** N/A

#### **MODULE AIMS:**

- Experience of a safe, therapeutic facilitation conducive to creative expression
- Understanding the health and social benefits of creative expression with drama/words
- Creation of a portfolio with creative interventions using drama/words for a range of purposes

#### **ASSESSED LEARNING OUTCOMES:** (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Identify and critically reflect on health and social benefits of creative expression with drama/words (oral and written)
2. Produce a creative piece of work using drama/texts/poetry as a source
3. Critically review the literature on creative expression with words in health, care, education and/or community settings.

<b>DATE OF APPROVAL:</b> 05/2008	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2009	<b>SCHOOL/PARTNER:</b> CoBC
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> Semester 1

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

Additional notes (for office use only):

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2



## Programme Structure

### • SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR: 2021-2022</b>	<b>NATIONAL COST CENTRE: 33</b>
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<b>MODULE LEADER: Naomi Phelan</b>	<b>OTHER MODULE STAFF:</b>
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#### **Summary of Module Content**

- Creative exploration with words (creative writing, drama/role-play, poetry)
- Theatrical role-play
- Facilitation of the creative process by a drama therapist
- Development and analysis of a personal piece of work using words as the main source
- Arts in Health – benefits to the perception of well-being and scientific evidence.

#### **SUMMARY OF TEACHING AND LEARNING**

Scheduled Activities	Hours	Comments/Additional Information
Seminar, workshops, practical lessons	48	
Rehearsals	12	
Tutorial	1	
Independent learning	139	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Essay	50%	LO 1 and 3
Practice	P_	Presentation	50%	LO 2

**Updated by:** Amy Creech  
Date: 10 May 2021

**Approved by:** Alexandra Moruzzi  
Date: 10 May 2021

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

### SECTION A: DEFINITIVE MODULE RECORD.

<b>MODULE CODE: COBC2163</b>	<b>MODULE TITLE: Creative Expression with Art Materials</b>
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<b>CREDITS: 20</b>	<b>FHEQ LEVEL: 5</b>	<b>JACS CODE: W900</b>
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<b>PRE-REQUISITES: None</b>	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Yes</b>
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**SHORT MODULE DESCRIPTOR:**

This module encourages you to apply your creativity to a wide range of art materials, such as 2D and 3D images/sculptures. You will pay particular attention to the emotional content of your creations and explore how relationships can be informed and maintained with art materials. The module is taught by an Arts Psychotherapist who is an expert in his/her artistic/clinical practice.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	<b>50%</b>	<b>P1</b>	<b>50%</b>
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:**  
Arts and Education

**Professional body minimum pass mark requirement: N/A**

**MODULE AIMS:**

- Exploration of the connection between art creation and emotional expression
- Understanding the health and social benefits of creative expression with a range of art materials with particular focus on mental health populations

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Identify and critically reflect on the emotional impact of creative art projects
2. Identify key principles of safe practice within mental health settings
3. Evaluate personal learning from the expression of oneself with a range of art materials with reference to personal and professional growth and development.

<b>DATE OF APPROVAL:</b> 05/2008	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2009	<b>SCHOOL/PARTNER:</b> CoBC
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> Semester 2

Additional notes (for office use only):

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

### • SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR: 2021-2022</b>	<b>NATIONAL COST CENTRE: 33</b>
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<b>MODULE LEADER: Katherine Engel</b>	<b>OTHER MODULE STAFF: Amy Creech</b>
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<p><b>Summary of Module Content</b></p> <ul style="list-style-type: none"> <li>• Creative exploration with art materials</li> <li>• Safe boundaries for emotional expressions</li> <li>• Ethical considerations</li> <li>• Art and Mental Health</li> <li>• Developing communication patterns</li> </ul>
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<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminar, workshops, practical lessons	48	
Independent studio time	12	
Tutorial	1	
Independent learning	139	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E_			
	T_			
Coursework	C_	Essay	50%	LO2 and 3
Practice	P_	Presentations	50%	LO1

<b>Updated by:</b> Amy Creech Date: 10 May 2021	<b>Approved by:</b> Alexandra Moruzzi Date: 10 May 2021
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\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

**SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.**

<b>MODULE CODE:</b> COBC2165	<b>MODULE TITLE:</b> Arts and Health Project 2
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<b>CREDITS:</b> 40	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> W900
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:**

This module builds upon the skills and knowledge gained in the previous four modules completed during this year and your experience and learning from your Project 1. The project fosters your personal style, independent project management, evidence-based practice, maturity in relating to people involved and understanding of the therapeutic impact.

**ELEMENTS OF ASSESSMENT**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	<b>75%</b>	<b>P1</b>	<b>25%</b>
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Arts and Education

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Students pursuing their expertise in a particular area of creative arts and create a second project, to be presented to peers
- Prepare students for the second, longer work placement experience

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

1. Demonstrate high levels of professionalism in the development and implementation of an independently created arts project
2. Critically evaluate literature and rationale for the creative arts project
3. Understand and develop evidence-based practice
4. Understand personal, organisational and population-related parameters relevant to the successful implementation of a creative arts project

<b>DATE OF APPROVAL:</b> 05/2008	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2009	<b>SCHOOL/PARTNER:</b> CoBC
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> Whole year

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

Additional notes (for office use only):

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process.*

<b>ACADEMIC YEAR: 2021-2022</b>	<b>NATIONAL COST CENTRE: 33</b>
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<b>MODULE LEADER: Amy Creech</b>	<b>OTHER MODULE STAFF: Batel Magen</b>
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<p><b>Summary of Module Content</b></p> <ul style="list-style-type: none"> <li>Planning and managing a creative arts project</li> <li>Time management</li> <li>Facilitating creative exploration</li> <li>Understanding multi-disciplinary teams</li> <li>Demonstrating safe practice in health, care, education and/or community settings</li> <li>Research (qualitative) skills</li> </ul>
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<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Supervised Reflective Practice	42	
Fieldwork	42	
Seminar, workshops, practical lessons	72	
Tutorials	4	
Work Based learning	40	
Guided Independent Study	200	
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives</i>
Written exam	E_			
	T_			
Coursework	C_	Portfolio Reflection	50% 25%	LO1 LO2, LO4
Practice	P_	Presentation	25%	LO3

<b>Updated by:</b> Amy Creech Date: 10 May 2021	<b>Approved by:</b> Alexandra Moruzzi Date: 10 May 2021
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\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

**SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.**

<b>MODULE CODE:</b> COBC2164	<b>MODULE TITLE:</b> Creative Expression with Music and Sounds
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> W990
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:**

This therapy-based module introduces music and sounds as a form of communication and participation. Participatory music offers social integration, opportunities for reminiscence and release and relaxation from inner tension. The module is taught by an arts psychotherapist who is an expert in his/her artistic/clinical practice.

**ELEMENTS OF ASSESSMENT**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	<b>50%</b>	<b>P1</b>	<b>50%</b>
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Arts and Education

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Understanding health and social benefits of listening to and creating music
- Examine the potential for musical dialogues as a form of communication, social interaction and self expression

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Identify and critically reflect on health and social benefits of creative expression with music and sounds
2. Apply music/sound improvisation to a range of settings
3. Evaluate personal learning from the expression of oneself with music, sound and/or noises with reference to personal and professional growth and development.

<b>DATE OF APPROVAL:</b> 05/2008	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2009	<b>SCHOOL/PARTNER:</b> CoBC
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> Semester 2

Additional notes (for office use only):

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

## Programme Structure

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## Programme Structure

### • SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR: 2021-2022</b>	<b>NATIONAL COST CENTRE: 33</b>
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<b>MODULE LEADER: Sarah Ivanovich</b>	<b>OTHER MODULE STAFF:</b>
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<p><b>Summary of Module Content</b></p> <ul style="list-style-type: none"> <li>Creative exploration with instruments, voices and sounds, facilitation by a music therapist</li> <li>Arts in Health – benefits of music and sound for various client groups with research and scientific evidence</li> <li>Feeling safe during creative expression - impact of sound/noise on people</li> </ul>
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<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminars, workshops, practical lessons	48	
Rehearsals	12	
Tutorial	1	
Independent learning	139	
<b>Total</b>	200	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives</i>
Written exam	E_			
	T_			
Coursework	C_	Essay	50%	LO 1 and 2
Practice	P_	Performance with Viva	50%	LO 3

<b>Updated by:</b> Amy Creech Date: 10 May 2021	<b>Approved by:</b> Alexandra Moruzzi Date: 10 May 2021
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## Programme Structure

**SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.**

<b>MODULE CODE:</b> COBC2162	<b>MODULE TITLE:</b> Creative Expression with Movement Improvisation
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> W990
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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<p><b>SHORT MODULE DESCRIPTOR:</b>          This module focuses on the development of body awareness and creative movement interventions highlighting the benefit of non-verbal communication skills and the improvement of individuals' perceptions of health and well-being. This module is taught by a dance movement therapist who is an expert in his/her artistic/clinical practice.</p>
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<b>ELEMENTS OF ASSESSMENT</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	<b>50%</b>	<b>P1</b>	<b>50%</b>
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Arts and Education
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<b>Professional body minimum pass mark requirement:</b> N/A
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<p><b>MODULE AIMS:</b></p> <ul style="list-style-type: none"> <li>• Create body awareness and safe practice</li> <li>• Developing confidence in the therapeutic expression with movement in groups</li> <li>• Understanding the health and social benefits of movement-based work</li> </ul>
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<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below)          At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and critically reflect on issues related to touch, body image, shame and cultural expectations in relation to movement interactions in groups</li> <li>2. Critically review the literature on creative expression with movement in health, care, education and/or community settings</li> <li>3. Evaluate personal learning from the expression of oneself with movement with reference to personal and professional growth and development.</li> </ol>
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<b>DATE OF APPROVAL:</b> 05/2008	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2009	<b>SCHOOL/PARTNER:</b> CoBC
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> Semester 1

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## Programme Structure

Additional notes (for office use only):

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR: 2021 2022**

**NATIONAL COST CENTRE: 33**

**MODULE LEADER: Batel Magen**

**OTHER MODULE STAFF:**

**Summary of Module Content**

- Creative exploration with movement, facilitation by a dance movement therapist
- Arts in Health – benefits to the perception of well-being and scientific evidence
- Understanding how the body works – moving safely.

**SUMMARY OF TEACHING AND LEARNING**

Scheduled Activities	Hours	Comments/Additional Information
Seminar, workshops, practical lessons	48	
Rehearsals	12	
Tutorial	1	
Independent learning	139	
<b>Total</b>	200	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Literature Review	50%	LO1 and 2
Practice	P_	Performance and Viva	50%	LO1 and 3

**Updated by:** Amy Creech  
Date: 10 May 2021

**Approved by:** Alexandra Moruzzi  
Date: 10 May 2021

\*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2