

## Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: **Module directory**

Module code	ART726
Module title	Arts in Health Practice
Level	7
Credit value	30 credits
Faculty	FAST
Module Leader	tbc
HECoS Code	101361
Cost Code	QAAA

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MA Arts in Health	CORE

### Pre-requisites

---

### Breakdown of module hours

Learning and teaching hours	32hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>32 hrs</b>
Placement / work based learning	8 hrs
Guided independent study	260 hrs
<b>Module duration (total hours)</b>	<b>300 hrs</b>

<b>For office use only</b>	
Initial approval date	14/05/2021
With effect from date	September 21
Date and details of revision	
Version number	1

## Module aims

This module gives students the opportunity to observe the working practices of professional artists involved in arts in health projects to enable analysis of practice and gain an understanding of the professional skills needed such as planning, liaising and facilitating. Students will develop a scheme of work to test in a supportive environment on a student initiated project possibly in collaboration with a professional artist. They will be introduced to credible evaluation techniques that allow them to critically analyse and evaluate a given project.

**Module Learning Outcomes** - at the end of this module, students will be able to:

1	Critically analyse and assess professional practice within a given context.
2	Demonstrate how learning is applied to practice through the planning, organising, liaising and running of a specific arts in health project.
3	Effectively and professionally integrate artwork into a wider arts in health praxis, developing a professional skill set.
4	Critically evaluate arts in health work for a target audience.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students will demonstrate their learning through documentation of their Arts in Health practice. This may take the form of a physical or digital binder but must contain detailed analysis of the practice project, planning of the scheme of work, and include images of artwork. The planning stages as well as the proposed scheme of work will be presented to the cohort to encourage peer learning and increased confidence in presenting ideas to an audience. The evaluation of the project plays a crucial role in enabling students to summarize the impact of their work and to help build a track record of success to attract funding for future projects.

Coursework components:

- Presentation
- Portfolio
- Written Assignment – 2,000 words

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Coursework	100%

## Derogations

---

None

## Learning and Teaching Strategies

---

The emphasis is placed on thoughtful planning of negotiated learning activity where students set themselves problem solving briefs in response to the intended learning outcomes. The student is taught to manage their learning and to regularly review their study to inform the incremental process of generating learning contracts that specify measurable objectives set against time.

The programme will be driven by the principles of the Active Learning Framework (ALF) and the learning environment will effectively support learning through engagement, participation and interaction using the VLE Moodle, Panopto and Microsoft Teams as well as face to face teaching where appropriate. There will be a variety of approaches of delivery with teaching and learning methods utilizing a blended approach of synchronous and asynchronous sessions. Synchronous sessions will allow more open discussion and social interaction including the presentation of work and ideas in group critiques. These will be recorded along with more formal lectures for asynchronous flexible and accessible learning. Tutorials will be offered either face to face or electronically and on this module students will also have the opportunity to work in teams on the assignment brief if they wish to and will present their work to their peers in critique sessions.

The course design will be truly accessible and include opportunities to study through the medium of Welsh.

## Indicative Syllabus Outline

---

This module seeks to apply theoretical learnings to a real-life setting within a student initiated Arts and Health practice. There may be opportunity for students to shadow a professional artist in working in a healthcare setting to enable learning through the analysis and evaluation of a project. Students will lead a session documenting and recording meetings to facilitate peer supervision. In the absence of students securing a practice placement simulated projects will be supported to ensure the module learning outcomes are met.

## Indicative Bibliography:

---

Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

'Creative Health: The Arts for Health and Wellbeing' (2017) Inquiry Report, Published by All-Party Parliamentary Group On Arts, Health and Wellbeing.  
<https://www.culturehealthandwellbeing.org.uk/appg-inquiry/>

'Arts and Health in Wales: A Mapping study of current activity' (2018) Mapping Report published by Arts Council Wales.  
<https://www.artshealthresources.org.uk/docs/arts-and-health-in-wales-a-mapping-study-of-current-activity/>

'Artists Practicing Well' . Report – Naismith, N. (2019)  
<https://www.nicolanaismith.co.uk/blog/artists-practising-well-research-report>

## **Other indicative reading**

Daykin, N, Gray, K McCree, M & Willis, J. (2017) Creative and credible evaluation for arts, health and well-being: opportunities and challenges of co-production, *Arts & Health*, 9:2, 123-138, DOI: 10.1080/17533015.2016.1206948.

Liggett. S., & Wyatt, M. 'The Potential of Painting: Unlocking Disenfranchised Grief for People Living With Dementia'. June 2018 *Illness Crisis & Loss Special Issue: Critical Explorations of Marginalized Grief 3*. Guest Editors: Wulf Livingston and Neil Thompson. DOI:10.1177/1054137318780577.

Williams, F. (2019) *In a creative healthy place? Situating Arts and Health within the discourse of 'the devolution revolution'*. Doctoral thesis (PhD), Manchester Metropolitan University

Williams. F (2018) *Strength in Networks, a comparative analysis of six creative interventions designed for people diagnosed with dementia across England and Wales*. London Arts in Health Forum. Available online:  
<http://www.lahf.org.uk/search/node/Strength%20in%20Networks%20report>

Williams F. et al (2019) 'The Whispering Gallery: creating space for criticality within the field of Arts in Health' Double-Agency, Design4Health, Sheffield Hallam.  
<https://www.docdroid.net/iH5ec6l/double-agency-a5-finished.pdf#page=5>

White, M. (2009), *Arts Development in Community Health: A social tonic*. Oxford: Radcliffe.

## **Frameworks / Toolkits**

Arts Council Wales Strive to Excel; a Quality Framework for Developing and Sustaining the Arts in Wales. <https://arts.wales/resources/strive-excel-quality-framework-for-developing-and-sustaining-impact-arts-wales>.

Artworks Cymru Quality Principles. <http://artworks.cymru/en/quality-principles>.

Arts for Health (2012). *Art and Health Manifesto Part 2*. UK: Manchester Metropolitan University. <https://www.artshealthresources.org.uk/docs/arts-and-health-manifesto-part-2/>

Arts for Health and Wellbeing: An evaluation, Public Health England framework. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/765496/PHE\\_Arts\\_and\\_Health\\_Evaluation\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/765496/PHE_Arts_and_Health_Evaluation_FINAL.pdf)

Artists in Hospital Toolkits. <https://artworks.cymru/Artists-in-Hospitals-Toolkit>

Artist Toolkits' Towards Creative Partnerships – Artists Developing Projects. <http://www.addocreative.com/artist-partner-toolkits-published/>.

## **Employability skills – the Glyndŵr Graduate**

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered

within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

**Core Attributes**

Engaged  
Enterprising  
Creative  
Ethical

**Key Attitudes**

Commitment  
Curiosity  
Confidence  
Adaptability

**Practical Skillsets**

Digital Fluency  
Organisation  
Leadership and Team working  
Critical Thinking  
Emotional Intelligence  
Communication