

Course Handbook

Postgraduate Certificate in Arts-Health/ Master of Arts in Arts-Health
2020/21

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School of Journalism, Media and Performance



Please read this Handbook in conjunction with the University's Student Handbook.

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Welcome to the course

Arts-Health can be studied at Doctorate and Postgraduate levels. The Master of Arts (MA) in Arts-Health requires 180 credits at level 7, achieved by the successful completion of four modules. The MA supports continuation to the Professional Doctorate; alternatively, Arts-Health can be studied as a Postgraduate Certificate (PG Cert) that requires 60 credits at level 7 which are achieved by the successful completion of the module TY4001(L7) Arts-Health Praxis on its own.

The PG Cert (TY4001(L7) Arts-Health Praxis) intends to found, develop, and refine your knowledge, understanding, and thinking by fostering broad awareness and deep evaluative understanding of the philosophical, social-cultural, theoretical, conceptual, legal, and ethical underpinnings for arts-health praxis. You innovate an approach to health through the arts and communicate the substance and significance of your specialist praxis by writing a discursive journal article. The module is delivered throughout semesters 1 and 2 (September – April, each year) primarily through lectures and role plays.

The MA requires completion of TY4001(L7) Arts-Health Praxis and the synthesis of that knowledge, understanding, and thinking with DZ4001(L7) Research Design and DZ4002(L7) Project Management and Planning. DZ4001(L7) Research Design intends to develop your subject-specialist knowledge within an evidence-based critical framework. You design your specialist praxis as a research project and submit this research design for assessment. The module is valued at 20 level 7 credits and is delivered throughout semester 1 (September-December, each year) primarily through seminar presentations. DZ4002(L7) Project Management and Planning intends to found and develop your knowledge and skills of project management. The module is valued at 40 level 7 credits and is delivered throughout semesters 2 and 3 (January-August, each year) primarily through role plays and seminars. DZ4003(L7) Masters Project is valued at 60 level 7 credits and it completes the MA with the provision of expert tutorial guidance throughout semesters 2 and 3. This module culminates with you managing, facilitating, realising, and evaluating your own specialist arts-health project.

1.1 Rationale, aims and learning outcomes of the course



Vitality can become a lost quality when the only dimension of health is medical intervention. Arts-Health represents approaches to health through creative practices and creative thinking that promote, maintain, and enhance quality-of-life. The Master of Arts (MA) in Arts-Health can only be awarded when you successfully complete all 180 Credits: TY4001(L7) Arts-Health Praxis (60 Credits), DZ4001(L7) Research Design (20 Credits), DZ4002(L7) Project Management and Planning (40 Credits), and DZ4003(L7) Masters Project (60 Credits) as, altogether, these enable you to conceptualise, rationalise, contextualise, inform, create, manage, facilitate, realise, and evaluate arts-health praxis. The Postgraduate Diploma (PG Dip) in Arts-Health can be given as an exit award if you achieve only 120 credits constituted by TY4001(L7) Arts-Health Praxis (60 Credits), DZ4001(L7) Research Design (20 Credits), and DZ4002(L7) Project Management and Planning (40 Credits). The Postgraduate Certificate (PG Cert) in Arts-Health can be awarded for the achievement of only 60 Credits when you successfully complete the module TY4001(L7) Arts-Health Praxis.

It is intended that completion of the PG Cert, PG Dip, or MA will enable you to:

- Develop broad awareness and deep evaluative understanding of the philosophical, social-cultural, theoretical, conceptual, legal, and ethical underpinnings for arts-health praxis.
- Articulate and present your arts-health praxis for prospective publication.

It is intended that completion of the PG Dip or MA will also enable you to:

- Develop knowledge and understanding for planning professional arts-health praxis and practitioner-research.
- Assure and enhance the quality of your arts-health praxis through effective administration, documentation, dissemination, and evaluation.

It is intended that completion of the MA will also enable you to:

- Synthesise all of your learning and refine your thinking through critical evaluation and reflective practice.
- Manage, facilitate, and realise your own full-scale arts-health project.

The PG Cert, PG Dip, and MA have 3 common Aims to:

1. Foster broad awareness and deep evaluative understanding of the philosophical, social-cultural, theoretical, conceptual, legal, and ethical underpinnings for arts-health praxis.
2. Develop and critique the conceptualisation and rationalisation of original arts-health praxis that is sensitised to context.
3. Nurture articulation, academic and professional values.

The PG Dip and MA have another 7 common Aims to:

1. Develop the students' existing subject-specific knowledge within a critical and contextual framework.
2. Introduce the broader aspects of developing a theoretical and critical line of enquiry upon a range of research related questions pertaining to subject discipline.
3. Investigate contemporary strategies used by practitioners to disseminate their research and creative practice to audiences through a range of interventions.
4. Develop skills in preparing, delivering, and documenting a research presentation within a seminar context.
5. Develop, and refine students' knowledge and understanding of professional project management and facilitation.
6. Develop employability skills so that they may be embedded within the students' professional practice.
7. Evaluate and facilitate reflective approaches to the operational systems of a self-defined project.

The MA has another 2 Aims to:

1. Develop and refine students' knowledge of research design possibilities, understanding, thinking, and practical skills.
2. Embed a methodology that fosters valid, rationalised, and critically evaluated practice-based research.

The PG Cert, PG Dip, and MA have 3 common Learning Outcomes to:

1. Innovate an approach to health through the arts by identifying, critiquing, and synthesising key principle(s), philosophy/ ethos, and theory/ concept(s).
2. Communicate the substance and significance of specialist arts-health praxis.
3. Demonstrate academic and presentational skills in publishable form.

The PG Dip and MA have another 6 common Learning Outcomes to:

1. Identify and evaluate critical issues relevant to areas of research.
2. Identify and evaluate criteria relevant to the formulation of a rigorous research presentation.
3. Uphold professional considerations and academic protocol.
4. Define and document a self-devised specialist praxis within the arts.
5. Manage and facilitate self-devised specialist praxis within the arts in accordance with regulations and professional ethics.
6. Evaluate self-devised specialist praxis within the arts and critically reflect upon key strategic, systems, and operational aspects.

The MA has another 2 Learning Outcomes to:

1. Conceptualise, design, and critically evaluate a pertinent research project.
2. Manage the realisation of a major project to a completed stage.

1.2 Course Team

Colin Murrell: Course Leader

Telephone: 01772 895343 or Email: ctmurrell@uclan.ac.uk

Colin is based in the Media Factory, ME224, and you can contact Colin about anything to do with your course.

Dr James Ingham

Telephone: 01772 893256 or Email: JIngham@uclan.ac.uk

James is based in the Media Factory, ME201.

John Holloway

Telephone: 01772 893901 or Email: JHolloway@uclan.ac.uk

John is based in the Media Factory, ME311.

1.3 Expertise of staff

Colin has been creating arts (arts-health, interdisciplinary arts, music, creative writing, painting, sculpture, mixed media, photography, film, digital video, theatre, and performance, *et al*) disseminated internationally via independent labels and publishers since 1981. He was awarded Postgraduate Certificate in Research Degrees Supervision at University of Central Lancashire in 2006 (Pass only award); Distinction for MA in Contemporary Arts at Manchester Metropolitan University (MMU) in 2004; First for Creative Arts at MMU in 1995; and Postgraduate Diploma in Live Arts at MMU in 1993 (Pass only award). Colin was elected as supervisor of HANFA Registered Charity 1014855 for the positive interaction of disabled and non-disabled people and worked within in-patient and out-patient art, drama, movement, and music therapy until 1997. At University of Central Lancashire, Colin's roles include(d) Representative of the Research Degrees Board; Representative of the University Ethics Committee; Chair of the Built Environment, Business, Arts, Humanities, and Social Sciences Research Degrees Committee; Acting Chair and Deputy Vice Chair of the Built Environment, Business, Arts, Humanities, and Social Sciences Ethics Committee; Research Degrees Tutor for the School of Journalism, Media and Performance; Director of Studies and Research Degrees Supervisor (for MA by Research, MPhil, PhD, and Professional Doctorate); Course Deviser (of numerous awards) and Course Deviser and Leader (for MA Arts-Health); Subject Tutor (for MA Arts-Health, MA Music Industry Management and Promotion, and MA Music Practice); Researcher (of Arts-Health, Interdisciplinary Arts, and Music); Practitioner (of Arts-Health, Interdisciplinary Arts, and Music); External Postgraduate Programme/ Awards Examiner (across the Arts); External Postgraduate Subject-Specialist Examiner (for Arts and Health and Arts in Community Health Settings); and External Examiner (of Art Therapy).

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: GreenbankHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

telephone: 01772 891992/891993

email: BrookHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Your Course and Module Leaders will ordinarily communicate with you in-person and via Blackboard. However, there will be occasions when we shall need to contact you by email. If we are unable to attract your attention by any of these means then we will follow-up with telephone and land mail communications. Office hours and details of how to contact staff and when to expect replies are all set-out on Blackboard and in your Module Handbooks where they can be kept current.

1.7 External Examiner

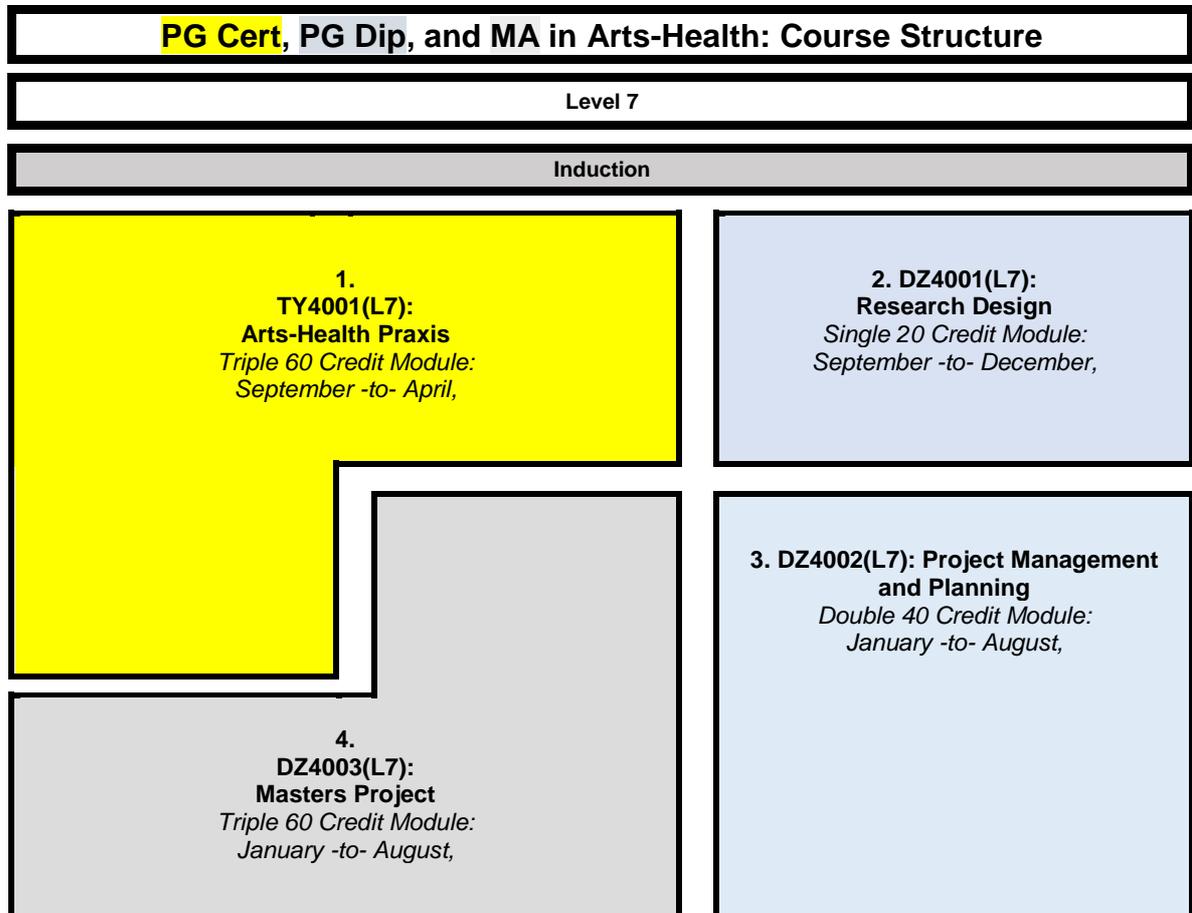
The External Examiner for your course is Carol Hiles. Carol is responsible for Arts, Health and Wellbeing at University of South Wales.

You can access External Examiner reports electronically via Blackboard.



2. Structure of the course

2.1 Overall structure



The **Postgraduate Certificate** = Module 1: **TY4001(L7) Arts-Health Praxis**.

The **Postgraduate Diploma** = Module 1: **TY4001(L7) Arts-Health Praxis** and Module 2: **DZ4001(L7) Research Design** and Module 3: **DZ4002(L7) Project Management and Planning**.

The **Master of Arts** = Module 1: **TY4001(L7) Arts-Health Praxis** and Module 2: **DZ4001(L7) Research Design** and Module 3: **DZ4002(L7) Project Management and Planning** and Module 4: **DZ4003(L7) Masters Project**.

Full-time students will study each of the modules shown in the Course Structure diagram in one year. Part-time students will normally complete modules 1 and 3 in year one and modules 2 and 4 in year 2. However, it is possible to complete modules 1 and 2 in year 1 and modules 3 and 4 in year 2. It is also possible to complete module 1 in year 1, modules 2 and 3 in year 2, and module 4 in year 3. You should discuss with your tutor the best route through the course for you.

To ensure you have a full course of modules, you must enrol for the following:

PG Cert, **PG Dip**, and **MA** (the **PG Cert** in **Arts-Health** requires the following 60 Credits at Level 7):

1. **TY4001(L7) Arts-Health Praxis**, Triple Module of 60 Credits at Postgraduate Level 7; trimesters 1 and 2: September -to- April.

PG Dip and **MA** ONLY (the **PG Dip** Exit Award in **Arts-Health** requires 120 Credits at Level 7, modules 1-3):

2. **DZ4001(L7) Research Design**, Single Module of 20 Credits at Postgraduate Level 7; trimester 1: September -to- December.
3. **DZ4002(L7) Project Management and Planning**, Double Module of 40 Credits at Postgraduate Level 7; trimesters 2 and 3: January -to- August.

MA ONLY (the **MA** in **Arts-Health** requires 180 Credits at Level 7, modules 1-4):

4. **DZ4003(L7) Masters Project**, Triple Module of 60 Credits at Postgraduate Level 7; trimesters 2 and 3: January -to- August.

2.2 Modules available

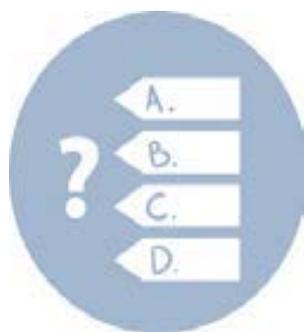
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

TY4001(L7) Arts-Health Praxis is concerned with the philosophy and theory of arts-health praxis. You innovate an approach to health through creativity and communicate the substance and significance of your specialist praxis. The module takes place within 600 hours of study time throughout semesters 1 and 2 (September – April, each year).

DZ4001(L7) Research Design consists mainly of seminar presentations and is supported by seminar groups and tutorials. The module takes place within 200 hours of study time throughout semester 1 (September – December, each year).

DZ4002(L7) Project Management and Planning consists mainly of debate, role plays, and guidance and is supported by tutorials. The module takes place within 400 hours of study time throughout semesters 2 and 3 (January – August, each year).

DZ4003(L7) Masters Project is constituted by personalised learning; consisting mainly of subject-specialist expert guidance. The module takes place within 600 hours of study time throughout semesters 2 and 3 (January – August, each year).



2.3 Course requirements

Depending upon the context of the specialism that you develop, it may be necessary to gain DBS/ equivalent clearance. For example, you may not be able to work with vulnerable people if you have a criminal record. You should discuss any issues or concerns with your Course Leader before developing your specialism.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules/ combinations available and you will both agree on the most appropriate (and legal) course of study for you.

You may wish to consider progression from the PG Cert to the MA or from the MA to the Professional Doctorate. Alternatively, you may wish to consider applying for an MPhil/ PhD or exiting from the MA with a PG Dip in Arts-Health; any of these options can be discussed with your Course Leader.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The PG Cert in Arts-Health requires 600 hours of study.

The Exit Award – PG Dip in Arts-Health requires 1,200 hours of study.

The MA in Arts-Health requires 1,800 hours of study.

Details of how your learning hours are distributed between types of taught study (contact time) and guided independent study, can be found within each Module Handbook or the Module Information for each of the modules that make-up your course (please refer to Blackboard or ask your Module Leader).



2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module.

Notification of illness or exceptional requests for leave of absence must be made to:

Colin Murrell.

University of Central Lancashire. Preston. PR1 2HE. UK. JMP.

Media Factory ME224.

Email: ctmurrell@uclan.ac.uk

Telephone: 01772 895343.

You MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly. You can check your attendance record through myUCLan.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

You are expected to read the module information and learning materials for each module as you progress through your course. At Blackboard, you will find various useful documents that will support and supplement your learning and help with continuing progression. It is strongly encouraged that you reflect upon the learning materials and either complete the exercises therein or make a written record of your reflective thinking. It is best to do this before and after every taught session. In addition to taught classes, you can see your tutors for one-to-one or group tutorials and various forms of formative feedback, peer-feedback, and assessment feedback will help you to learn and complete continuing assignments. As you are studying a specialist practice-based course at postgraduate level, your learning experience will be personalised and is somewhat dependent upon the specificity of the specialism and projects that you devise. However, during contact time, you can expect to encounter: lectures, seminars, role-plays, discussion, expert guidance, and other types of curriculum delivery.

3.2 Study skills

At Blackboard, you will find Notices that signpost pertinent timely opportunities as they arise, as well as embedded links to study skills. In particular, you should note:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"



3.3 Learning resources

3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Help for Blackboard is available here:

https://www.uclan.ac.uk/students/study/elearn/blackboard_help_guides.php

3.4 Personal development planning

You are supported in the creation of a Primary Action Plan (PAP) that synthesises your key achievements/ experiences, knowledge, and skills, - and maps these against preferences for progression, personal development, and employment to focus the broadest personal context for long-term action planning. The Primary Action Plan is referred to during strategic planning points throughout the course to key the long-term action points into course focussed medium-term action points and module focussed short-term action points. That progressive process leads to refined focus in the completion of modular assignments that are directly keyed into your personal development and employability goals for which evidence and further planning are collected in the form of a Personal Development Plan (PDP). You are supported in the completion of your PDP during formative assessments and after actual assessments to enrich learning, enhance reflective practice, self-assessment and professionalism, and to maximise employability. There are plenary sessions at the close of each module where reflective evaluation is emphasised and practiced through dialogue. Reflective practice is also facilitated through Action Learning Sets (ALS) specifically as proviso for self-reflection, peer learning, relational exchange and reflective dialogue, - and these ALS are maintained throughout the course. Each PDP contains your personal rationale for undertaking this course; personal aspirations for progression/ employment; course-related expectations; plus mapping of the course learning outcomes against Strengths Weaknesses Opportunities and Threats (SWOT) analysis to identify your personal learning requirements. As well as assisting you to own, manage, map, focus, monitor, and review your own learning experience, the PDP assists the tutors in identifying and understanding your particular learning preferences, expectations, and requirements; specific areas where additional support is required; plus specific strengths and weaknesses of the programme design and implementation. Your PDP should be brought in to the Induction, the plenary sessions, the formative and actual assessments, and to group and individual tutorials in order that progress can be monitored and reviewed so that action plans can be devised particular to your requirements. PDP include: contact details; *Curriculum Vitae (CV)*; record of achievements; personal statement; SWOT analysis; reflective diary entries; ALS minutes; career advice; tutorial records and action plans; peer feedback, assessment reports; certificates; employment opportunities; employment contacts; employment application forms/ speculative letters; plus review and evaluation with pointers for Continuing Professional Development (CPD). PDP are used to plan, document, and administrate for progression and employment. You make a first draft or update your PDP during Induction and further developments are guided within modules and tutorials. You are furnished with numerous employability and CPD resources via Blackboard, LIS, and Careers' Services.



3.5 Preparing for your career

Please see subsection 3.4 above; if you follow that advice and benefit from tutorial support then all of your assignments should make a direct contribution to your career aspirations. Here are some examples of what some of our students have done or have become employed to do either on course or upon completion of the qualification:

1. Training Manager for Wigan Borough Council, training social services, child care, occupational therapists, police, and criminal justice officials how to meet statutory and Continuing Professional Development requirements for multi-professional, interdisciplinary, and inter-agency working through the creative arts (art, drama, music, creative writing, digital media, *et al*).
2. Founder of own company: *AthenaTAC*, which is a UK Training and Consultancy company specialising in safeguarding children.
3. Founder of own company: *Lizzie Bee*, which is an Arts-Health Practitioner company based in Hong Kong.
4. Founder of National Charity: *Arts2Heal* that supports people with mental health conditions through arts-health praxis.
5. Founder of own company: *Art Performs*, which is an Arts-Health Practitioner company based in the Northwest of England.
6. Project Manager developing the communication skills of young children with Autism through singing at psychiatric facilities in mainland and offshore Greece.
7. Manager of Bolton Arts Community.
8. Training teachers how to educate pupils with special needs through the creative arts.
9. Teaching the national curriculum to pupils with Autism through the creative arts.
10. Designing learning materials for pupils who have Attention Deficit Hyperactivity Disorder (ADHD) so that they can be included within and benefit from inclusive education.
11. Facilitating forum theatre events for schools in order to generate and implement educational strategies.
12. Managing a commercial art making employability project for mental health patients in association with the NHS Shaw Trust.
13. Directing and facilitating digital television and video as community arts projects made by the community and broadcast over community television stations.

14. Facilitating creative arts activities for terminally ill patients in Hospice.
15. Devising and facilitating music workshops for children with learning disabilities.
16. Devising and facilitating programmes of creative arts activities for service users in mental healthcare.
17. Simulated patient training for doctors in the NHS.
18. Facilitating arts workshops for people with mental and/ or physical disabilities at local charities.
19. Managing own business as a cafe and creative space for artists to work on community projects.
20. Probation and Prison Officer using forum theatre to raise agenda amongst prisoners, young offenders, or youth at risk of offending.
21. Teaching the arts to children with Autism in inclusive schools and special schools.
22. Drumming Tuition for people diagnosed with depression.
23. Teaching dance to special needs children.
24. Facilitating somatic movement workshops for people with mental health conditions.
25. Postdoctoral Research Fellow in the applications of digital media and its relations with transfigured knowledge in documentation and archives at University.
26. Postdoctoral Researcher into the positive interaction of non-disabled and disabled dancers.
27. Postdoctoral Researcher into the phenomenological application of techniques for somatic voice production and lecturer in Acting at University.
28. Community Artist and Jeweller.
29. Lead Artist for NHS Primary Care Trust.
30. Workshop Facilitator, making ceramic and textile installations for public parks with visually and hearing impaired participants.

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

For personalised support, contact your Personal Tutor or

Colin Murrell

Media Factory ME224

Telephone: 01772 895343

Email: ctmurrell@uclan.ac.uk.



4.1 Academic Advisors

Your Academic Adviser is the first port-of-call should you encounter problems or need support. Every student is allocated an Academic Adviser from an area the same or similar to that of the study. As a minimum you will be met at the beginning of the course (normally within the first 4 weeks) and, thereafter, you will be offered formal opportunities to meet with them in each semester. If you have a problem at other times they are available for you to talk to; most staff have a weekly slot they allocate to Academic Adviser sessions, but if you have an urgent problem, please phone or e-mail your tutor to book an 'emergency' slot. Your Academic Adviser will:

- offer academic advice throughout the year
- monitor your progress and attainment through the year
- advise you on your progress and issues such as option choices
- refer you to other staff within the School who will be able to assist you in resolving any academic problems
- refer you to staff within the University support services if appropriate
- advise on the best course of action if you have failed any aspect of your course, or feel that you are likely to do so

You are expected to:

- make use of your Academic Adviser
- make sure you know where their office is and how to contact them
- watch out for emails, notices and memos asking you to make appointments or attend meetings with them
- To arrange a tutorial you must email in the first instance to arrange an appointment

You must meet with your Academic Adviser whether you are having any difficulties or not; please book a slot with them each semester. They are also available to help with any problems you may have at any stage during the year, and will be happy to provide you with the support and guidance you need to get over the immediate but temporary difficulties that most students face at some time in their academic careers. However if you are unable to contact your Academic Adviser, and an urgent situation has arisen, or if you feel that you cannot discuss an issue with your Academic

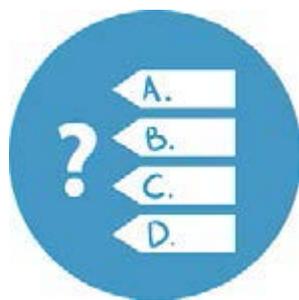
Adviser, then you should contact your hub who will be able to direct you to the most appropriate person to help you.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement, information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>



5. Assessment

5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

For assessment to be truly meaningful, you have to perceive its relevancy to your learning. Consequently we make assessment relevant to your interests, relevant to the industry's standards and relevant to potential future careers. In the development of your course we packed what we believe it is essential for you to know and do into module 'packages'; the learning process enables you to unpack these and 'use' the contents. We gauge how well you do this by assessment. Assessment forms part of your learning process; it provides feedback information so that you can refine your judgement of your own abilities and progress, and respond accordingly – this is significant in your planning and the self-evaluation that occurs within your PDP activities and your Journals and Logs. Secondly, it provides information that helps us evolve the various modules and, ultimately, the course you are studying.

Each assignment that you undertake commits you to a certain amount of study. To ensure fairness the evidence of this study must be completed by all students to the same deadline. Part

of the assessment process is the recognition that meeting deadlines involves realistic planning and setting achievable targets. Thus your tutors will apply deadlines rigorously, as does the University system generally. We recognise that some students achieve better grades for practical work, whilst others are better at theoretical study. Consequently, we will use a very wide range of assessment methods to ensure that all skills and knowledge are fairly assessed.

In an arts-based subject, it is crucial that you learn to assess the value of a range of opinions and to refine your own; and it is important that you are given frequent opportunities to practise the skills of evaluation. The process of assessment is intended to allow you to gauge your progress against the judgement of staff and your peers. Thus, assessment is not a closed event but something to which you should fully contribute.

To ensure that you have a full and accurate understanding of the purpose and processes of assessment, there will be frequent opportunities to discuss the assessment of each assignment. These discussions will include 'house-keeping' and simple practicalities, as well as making sure you fully understand what you will be expected to do to fulfil the brief. There will also be discussion of more abstract areas, such as 'creativity', 'originality' and 'imagination'. You will have the opportunity to discuss what seemingly subjective assessment criteria such as 'experimentation' actually mean, rather than simply being assessed on them.

There are several desirable attributes within assessment of any creative arts course; these are that you

- understand the meaning of terms used in assessment;
- have a clear understanding of exactly how the assessment mechanism works, and the reasons for the arrangements adopted;
- appreciate that assessment is a means of developing your own critical facilities and self-awareness;
- know what steps to take to meet assessment criteria and gain maximum benefit from the process;
- are assessed frequently and that this regular process encourages you to make comparisons between your own judgement and values, and those of others;
- are aware of the assessment criteria that staff apply to the growing evidence of your learning and that this is clear and open and is discussed freely;
- partake in the activities of discussion, evaluation and assessment and that you receive feedback that is immediate and frequent, detailed, accurate and fair

5.2 Notification of assignments and examination arrangements

In line with most other higher education institutions delivering courses in aspects of the creative industries, there are no written examinations within any of the arts modules offered on this course. The requirements for assessment are listed in your module's assignment briefs – occasionally further information is provided by your tutors in other documents. Module information will also be available through Blackboard. If you are in any doubt about deadlines, the application of assessment criteria, practical assessment or written or media submission arrangements, speak to your module tutors.

5.3 Referencing

Your written work should be referenced using the Harvard system. The LIS provides assistance on referencing and also speak to your tutors if you are unsure how to apply Harvard when citing references or compiling a bibliography for an assessment. Extensive examples are given on the learning materials at Blackboard.

5.4 Confidential material

Although your tutors and other staff at UCLan do not seek to limit your right to express yourself in any way, we are charged with upholding common levels of decency and to protect unsuspecting members of the University and wider communities. Consequently it is your responsibility to discuss fully the content and context of your work with your tutors. You and your supervising tutor should 'risk assess' any potentially offensive work that enters the public domain in exactly the same way that you would consider the Health and Safety aspects of your work. If, after consultation, your tutor feels that your work contains elements that are not suitable for the public domain, we may ask you to:

- i) present the work to tutors only
- ii) present the work to an invited audience only
- iii) alter or withhold these elements
- iv) place, in waiting and entrance areas, clear warning signs that explain the nature of the work you are presenting

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked

anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. Previous feedback has led to a safer, better lit learning environment with installed resources, room bookings, and equipment loans.

In addition to the continuous discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. Additionally, your course invites all students to leave anonymous feedback at Blackboard.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification: Master of Arts (MA) and Postgraduate Certificate (PG Cert) in Arts-Health.

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/ she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17.

1. Awarding Institution/ Body	University of Central Lancashire.
2. Teaching Institution and Location of Delivery	UCLan Preston Campus.
3. University School/ Centre	School of Journalism, Media and Performance.
4. External Accreditation	None.
5. Title of Final Award	Master of Arts in Arts-Health. Postgraduate Certificate in Arts-Health.
6. Modes of Attendance Offered	Full-time or Part-time.
7. UCAS Code	Not Applicable.
8. Relevant Subject Benchmarking Group(s)	Not Applicable.
9. Other External Influences	Vitae, plus: Cross-Faculty CDC with representatives from: ACE, Prescap, and NHS PCT; plus reference to the ahrc, DDA (1995) and SENDA (2001) legislation.
10. Date of Production/ Revision of this Form	March 2017
11. Aims of the Programme	
<ul style="list-style-type: none">• Foster broad awareness and deep evaluative understanding of the philosophical, social-cultural, theoretical, conceptual, legal, and ethical underpinnings for arts-health praxis.• Develop and critique the conceptualisation and rationalisation of original arts-health praxis that is sensitised to context.• Nurture articulation, academic and professional values.• develop the students' existing subject-specific knowledge within a critical and contextual framework• introduce the broader aspects of developing a theoretical and critical line of enquiry upon a range of research related questions pertaining to subject discipline• investigate contemporary strategies used by practitioners to disseminate their research and creative practice to audiences through a range of interventions	

- develop skills in preparing, delivering, and documenting a research presentation within a seminar context
- develop, and refine students' knowledge and understanding of professional project management and facilitation
- develop employability skills so that they may be embedded within the students' professional practice
- Evaluate and facilitate reflective approaches to the operational systems of a self-defined project.
- Develop, and refine students' knowledge of research design possibilities, thinking, and practical skills.
- Develop, and refine students' knowledge of research design possibilities, thinking, and practical skills.
- Embed a methodology that fosters valid, rationalised, and critically evaluated practice-based research.

12. Learning Outcomes, Teaching, Learning, and Assessment Methods
A. Knowledge and Understanding
A1. Innovate an approach to health through the arts by identifying, critiquing, and synthesising key principle(s), philosophy/ ethos, and theory/ concept(s). A2. Identify and evaluate critical issues relevant to areas of research. A3. Define and document a self-devised specialist praxis within the arts.
<i>Teaching and Learning Methods</i>
<i>Taught Learning:</i> Lectures, Role Plays, Demonstration, Seminars, Plenary, and Induction. <i>Independent Learning:</i> Reading, Writing, Discussing, Practicing, Critiquing, Reflecting, Synthesising, Editing, Proofing, and Presenting. <i>Guided Learning:</i> Learning Materials with Structured Exercises, Tutorials, Group Discussions, and Assessment Feedback.
<i>Assessment Methods</i>
Journal Article; Practical Project with Project Management Documentation; and Seminar Presentation, likely to take the form of Conference Paper.
B. Subject-Specific Skills
B1. Manage and facilitate self-devised specialist praxis within the arts in accordance with regulations and professional ethics. B2. Manage the realisation of a major project to a completed stage.
<i>Teaching and Learning Methods</i>
<i>Independent Learning:</i> Creating, Practicing, Managing, Realising, Synthesising, and Documenting. <i>Taught Learning:</i> Debate, Peer Review, and Tutorials. <i>Guided Learning:</i> Learning Materials, Group Discussions, Peer-based Formative Assessment Feedback, Assessment Feedback, and prospective Placement/ Internship/ Experiential Learning.
<i>Assessment Methods</i>
Practical Project with Project Management Documentation and Major Project, including Supporting Portfolio.
C. Thinking Skills
C1. Communicate the substance and significance of specialist arts-health praxis. C2. Identify and evaluate criteria relevant to the formulation of a rigorous research presentation. C3. Evaluate self-devised specialist praxis within the arts and critically reflect upon key strategic, systems, and operational aspects. C4. Conceptualise, design, and critically evaluate a pertinent research project.
<i>Teaching and Learning Methods</i>
<i>Independent Learning:</i> Synthesising, Reflecting, Critiquing, Evaluating, and Discussing. <i>Guided Learning:</i> Learning Materials with Structured Exercises, Group Discussions, Tutorials, and Assessment Feedback. <i>Taught Learning:</i> Seminars, Lectures, Role-Plays, Debate, Peer Review, Plenary, and Induction.

<i>Assessment Methods</i>				
Journal Article; Practical Project with Project Management Documentation; Major Project, including supporting Portfolio; and Seminar Presentation, likely to take the form of Conference Paper.				
<i>D. Other Skills relevant to Employability and Personal Development</i>				
D1. Demonstrate academic and presentational skills in publishable form. D2. Uphold professional considerations and academic protocol.				
<i>Teaching and Learning Methods</i>				
<i>Independent Learning:</i> Presenting, Disseminating, Writing, Editing, Proofing, Creating/ Documenting. <i>Taught Learning:</i> Lectures, Demonstration, Debate, Peer Review, Plenary, and Induction. <i>Guided Learning:</i> Learning Materials with Structured Exercises, Tutorials, Group Discussions, and Assessment Feedback.				
<i>Assessment Methods</i>				
Journal Article and Seminar Presentation, likely to take the form of Conference Paper.				
13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit Rating	
Level 7	TY4001(L7)	Arts-Health Praxis	60	The Master of Arts in Arts-Health requires 180 Credits at Level 7. The Exit Award: Postgraduate Diploma in Arts-Health requires 120 Credits at Level 7 by taking: TY4001(L7), DZ4001(L7) and DZ4002(L7). The Postgraduate Certificate in Arts-Health requires 60 Credits at Level 7 by taking TY4001(L7).
Level 7	DZ4001(L7)	Research Design	20	
Level 7	DZ4002(L7)	Project Management and Planning	40	
Level 7	DZ4003(L7)	Masters Project	60	

15. Personal Development Planning

Each student is supported in the creation of a Primary Action Plan (PAP) that synthesises their key achievements/ experiences, knowledge, and skills, - and maps these against preferences for progression, personal development, and employment to focus the broadest personal context for long-term action planning. The Primary Action Plan is referred to during strategic planning points throughout the course to key the long-term action points into course focussed medium-term action points and module focussed short-term action points. That progressive process leads to refined focus in the completion of modular assignments that are directly keyed into each student's personal development and employability goals for which evidence and further planning are collected in the form of a Personal Development Plan (PDP). Each student is supported in the completion of their PDP during formative assessments and after actual assessments to enrich learning, enhance reflective practice, self-assessment and professionalism, and to maximise employability. There are plenary sessions at the close of each module where reflective evaluation is emphasised and practiced through dialogue. Reflective practice is also facilitated through Action Learning Sets (ALS) specifically as proviso for self-reflection, peer learning, relational exchange and reflective dialogue, - and these ALS are maintained throughout the course. Each PDP contains the student's personal rationale for undertaking this course; personal aspirations for progression/ employment; course-related expectations; plus mapping of the course learning outcomes against Strengths Weaknesses Opportunities and Threats (SWOT) analysis to identify personal learning requirements. As well as assisting students to own, manage, map, focus, monitor, and review their own learning experiences, the PDP assists the tutors in identifying and understanding each student's particular learning preferences, expectations, and requirements; specific areas where additional support is required; plus specific strengths and weaknesses of the programme design and implementation. Each student's PDP should be brought in to the Induction, the plenary sessions, the formative and actual assessments, and to group and individual tutorials in order that progress can be monitored and reviewed so that action plans can be devised particular to each student's requirements. PDP include: contact details; *Curriculum Vitae (CV)*; record of achievements; personal statement; SWOT analysis; reflective diary entries; ALS minutes; career advice; tutorial records and action plans; peer feedback, assessment reports; certificates; employment opportunities; employment contacts; employment application forms/ speculative letters; plus review and evaluation with pointers for Continuing Professional Development (CPD). PDP are used to plan, document, and administrate for progression and employment. All students make a first draft or update of their PDP during Induction and further developments are guided within modules and tutorials. Students are furnished with numerous employability and CPD resources.

16. Admissions Criteria

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

Admission is by application for a postgraduate taught course plus interview (in exceptional circumstances, we offer telephone interviews). We accept applications up until August each year. Applicants are encouraged to provide a portfolio of work at interview with example(s) of the applicant's art(s) practice(s) or\ and example(s) of community-based work, care work, or work in a health context. There are three key aspects to the interview: *for applicants to gain deeper insight in to the course in order to make the best possible informed decision; for applicants to provide some insight into their practice(s) and course-related expectations; for the interviewer(s) to determine whether the applicant(s) would benefit from the course and probably achieve timely completion.* The application procedure addresses prospective students' strengths and requirements in respect of: *professional and/ or experiential knowledge; practical skills; communication and interpersonal skills; plus academic ability.* We prefer applicants to have achieved (the equivalent of) a first/ higher second-class Bachelor of Arts or Bachelor of Sciences degree. Applicants are welcome with qualifications in subjects across the arts and health but are required to demonstrate understanding of and commitment to arts-health. If applicants do not have the preferred entry qualifications, they will be considered with equivalent qualifications or if they can demonstrate how they will benefit from this course and achieve timely completion. *Please note that:* enhanced Criminal Records Bureau (CRB) clearance is requested upon admission to the course. The course does not require any expenditure beyond ordinary postgraduate study.

International Applicants

We welcome applications from international students and the application procedure previously described should be used. International applicants should also be able to demonstrate IELTS of at least 6.5. Forms and literature regarding study in the UK are available from the British Council Offices or British Embassies throughout the world.

Applicants with Disabilities/ Learning Difficulties

We welcome applications from students with disabilities/ learning difficulties and the application procedure previously described should be used. We recommend that applicants with disabilities/ learning difficulties contact us to discover the support we can offer –

Telephone/ Text Phone: (+44) 01772 892593.

Accreditation of Prior Learning

Accreditation of Prior Certificated Learning (APCL) or Accreditation of Prior Experiential Learning (APEL) may be claimed in relation to this course up to a maximum of 120 Level 7 Credits.

17. Key Sources of Information about the Programme

Course Leader: Colin Murrell. **Telephone:** (+44) 01772 895343. **Email:** ctmurrell@uclan.ac.uk. **Office:** University of Central Lancashire. Preston. Lancashire. PR1 2HE. UK. School of Journalism, Media and Performance. Arts-Health: Colin Murrell. Media Factory: ME224.

Arts-Health Information Pack: available from the Course Leader.

UCLan Web Site: www.uclan.ac.uk/information/courses/index.php.

Postgraduate Prospectus: available from the Admissions' Office or the School of Journalism, Media and Performance.

Postgraduate Open Days, Applicant Days, and Campus Tours, facilitated periodically, ordinarily on Wednesdays or at Weekends by Advancement Services: Telephone: (+44) 01772 201201 or Book Online at: www.uclan.ac.uk/opendays.

Admissions' Office: Enquiry Management at the University of Central Lancashire. Preston. Lancashire. PR1 2HE. UK. Foster Building. Telephone: (+44) 01772 892400. Fax: (+44) 01772 894959. Email: cenquiries@uclan.ac.uk.

Marketing Services: Telephone: (+44) 01772 892700.

Support for Applicants with Disabilities/ Learning Difficulties: Telephone/ Text Phone: (+44) 01772 892593 (*please note:* this is not a course specific resource).

UCLan Student Union: www.uclansu.co.uk (*please note:* this is not a course specific resource).

British Council's Website: www.educationuk.org (*please note:* this is not a course specific resource).

Preston City Life: www.visitpreston.com (*please note:* this is not a course specific resource).

Online Application Form:
http://www.uclan.ac.uk/information/prospective_students/how_to_apply/postgraduate.php.

18. Curriculum Skills Map

Level	Module Code	Module Title	Core (C), Compulsory (COMP), or Option (O)	Programme Learning Outcomes										
				Knowledge and Understandin g			Subject- Specific Skills		Thinking Skills				Other Skills relevant to Employability and Personal Development	
				A1	A2	A3	B1	B2	C1	C2	C3	C4	D1	D2
LEVEL 7	TY4001(L7)	Arts-Health Praxis	Compulsory (COMP)	✓					✓				✓	
	DZ4001(L7)	Research Design	Compulsory (COMP)		✓					✓				✓
	DZ4002(L7)	Project Management and Planning	Compulsory (COMP)			✓	✓					✓		
	DZ4003(L7)	Masters Project	Compulsory (COMP)					✓					✓	

Section 19

.The Exit Award - Postgraduate Diploma in Arts-Health requires successful completion of Learning Outcomes:

- A1. Innovate an approach to health through the arts by identifying, critiquing, and synthesising key principle(s), philosophy/ ethos, and theory/ concept(s).
- A2. Identify and evaluate critical issues relevant to areas of research.
- A3. Define and document a self-devised specialist praxis within the arts.
- B1. Manage and facilitate self-devised specialist praxis within the arts in accordance with regulations and professional ethics.
- C1. Communicate the substance and significance of specialist arts-health praxis.
- C2. Identify and evaluate criteria relevant to the formulation of a rigorous research presentation.
- C3. Evaluate self-devised specialist praxis within the arts and critically reflect upon key strategic, systems, and operational aspects.
- D1. Demonstrate academic and presentational skills in publishable form.
- D2. Uphold professional considerations and academic protocol.

Section 19

.The Exit Award - Postgraduate Diploma in Arts-Health requires successful completion of Learning Outcomes:

A1. Innovate an approach to health through the arts by identifying, critiquing, and synthesising key principle(s), philosophy/ ethos, and theory/ concept(s).

A2. Identify and evaluate critical issues relevant to areas of research.

A3. Define and document a self-devised specialist praxis within the arts.

B1. Manage and facilitate self-devised specialist praxis within the arts in accordance with regulations and professional ethics.

C1. Communicate the substance and significance of specialist arts-health praxis.

C2. Identify and evaluate criteria relevant to the formulation of a rigorous research presentation.

C3. Evaluate self-devised specialist praxis within the arts and critically reflect upon key strategic, systems, and operational aspects.

D1. Demonstrate academic and presentational skills in publishable form.

D2. Uphold professional considerations and academic protocol.