

Module specification

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Module code	ART722
Module title	Arts in Health Contexts and Settings
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	32 hrs
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
Total active learning and teaching hours	32 hrs
Placement / work based learning	0 hrs
Guided independent study	268 hrs
Module duration (total hours)	300 hrs

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

Module aims

Through the lens of the arts this module begins with a historical and contemporary overview of health and wellbeing agendas, social determinants of health and the contexts and settings in which arts and health practices exist. It covers relevant methodological approaches, current networks, interested stakeholders and possible funding structures for arts in health projects. Students gain an understanding of contextual frameworks for arts in health practices and will critique them in relation to their impacts on health and wellbeing. Further impacts of illness will be examined from a phenomenological perspective with ethical and regulatory requirements addressed.

- To establish and critique contextual frameworks for Arts in Health practices.
- To investigate and analyse approaches health and wellbeing agenda's and social determinants of health.
- To contextualize arts in health practices through a phenomenological understanding of the impact of illness upon the human body.

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

1	Evidence a broad knowledge of arts in health practice settings
2	Identify components of art practice that can be adapted to health contexts through identifying and critiquing contemporary movements in health.
3	Demonstrate an understanding of the phenomenological impact of illness through art practice.

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.

The written assignment will include an overview of the different contexts and setting in which arts and health practices exist. It will select and critique an identified contextual framework for practice and outline how it impacts on health and wellbeing.

The body of work requires students to plan and test an art intervention that addresses the phenomenological impact of illness.

Coursework components:

Assignment 1 – Written assignment - 2,000 words

Assignment 2 – Body of work

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3	Coursework	100%

Derogations

None

Learning and Teaching Strategies

The team confirmed that the overall programme management within the Master's Suite will be Dr. Karen Heald, whilst the module leaders for Arts in Health modules will be recruited. A Sessional Lecturer who has a PhD in the field of Arts in Health and who sits on the Wales Arts Health and Wellbeing Network Steering Committee (WAHWN) will begin to work one day a week with the team from June 2021 to develop and deliver the Arts in Health modules. If recruitment is healthy then this post will be made a permanent position.

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. Students will 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 focuses on the HEALTH within Arts in Health and thereby seeks to establish the contextual settings in which Arts in Health work exists.

Beginning at a macro level, students will investigate and examine the concept of health, tracing its history, advancements and relationship to the arts. Students will then assess the social determinants of health and the socio-political agendas that govern healthcare practice. Specific environments will be examined for safe professional conduct including ethical practice and funding opportunities for Arts in Health work. Students will engage in a phenomenological investigation into the impact of illness upon the human body in order to contextualize their art practice.

Indicative Bibliography:

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

Essential Reads

Clift, S, Camic, P. (2015), *Oxford Textbook of Creative Arts, Health, and Wellbeing: International perspectives on practice, policy and research*. Oxford: Oxford University Press

Carel, H. (2008), *Illness (Art of Living)*. Routledge.

Other indicative reading

Clift, S. and Stickley, T. (2017), *Arts, Health and Wellbeing*. Newcastle upon Tyne: Cambridge Scholars Publishing.

Davies, W. (2015), *The Happiness Industry: How the Government and Big Business Sold us Well-Being*. London: Verso.

Diedrich, L (2007), *Treatments, Language, Politics, and the Culture of Illness*. University of Minnesota Press.

Hope, S. (2011), *Participating in the 'Wrong' Way? Practice Based Research into Cultural Democracy and the Commissioning of Art to Effect Social Change*. Birkbeck. PhD.

Marmot, M (2010), *Fair Society, Healthy Lives*. The Marmot Review. University College London. www.ucl.ac.uk/marmotreview/

Napier et al, (2015), Culture and Health. The Lancet Commission. Lancet 384.384: 1607–39. [http://dx.doi.org/10.1016/S0140-6736\(14\)61603-2](http://dx.doi.org/10.1016/S0140-6736(14)61603-2).

Frameworks/Toolkits

Arts Health and Wellbeing Voluntary Code of Practice. Willis Newson (2020). <https://wahwn.cymru/knowledge-bank/vountary-code-of-practice->

A Quality Framework for Helix Arts Participatory Arts' Practice. Available online: <https://www.helixarts.com/momentum.php>. Accessed April 2021

Blanche, R (2014) Paul Hamlyn Foundation: Insights for employers, commissioners and funders in facilitating quality impacts through participatory arts. <https://www.phf.org.uk/wp-content/uploads/2015/06/ArtWorks-Insights-in-facilitating-quality.pdf>.

The standards of proficiency for arts therapists. <https://www.hpcuk.org/standards/standards-of-proficiency/arts-therapists/>.

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
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Critical Thinking
Emotional Intelligence