

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	ART721
Module title	Theory and Practice for Arts in Health
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

This module aims to develop an understanding of the broad and creative approaches to health through the arts. Students will investigate the benefits of the arts to the health sector and contextualise the field in relation to health and wellbeing. They will examine and critique existing models of practice and implement their learning to working in new settings. The components of participatory arts in health practices will be identified and the principles applied to practice through the development of practice skills in a safe and ethical environment.

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

1	Assess and critically reflect on how the arts impact health and the wider contexts in which these impacts exist.
2	Translate and adapt art practice to a given health need through identifying potential participatory components.
3	Plan and develop an effective scheme of work for a specified health need in an identified safe and ethical environment.

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.

Assessments have been designed to provide students with opportunities to develop skills they may need in progressing from the programme to employment. The portfolio will contain artwork made for or in response to the scheme of work including experimental work and test pieces. Students are encouraged to test ideas with peers acquiring transferable skills through working in groups.

The scheme of work will form part of the assessment and can take any form that clearly demonstrates ideas, positive engagement and the purpose of the activity to a lay person. The student will apply knowledge in line with the 'applied' nature of the programme to encourage deeper understanding and theoretical knowledge of the field.

Coursework components

- Portfolio of practical artwork that connects to theory
- Essay – 2,000 words

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-3	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, 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 as well as more formal lectures for asynchronous flexible and accessible learning. Tutorials will be offered either face to face or electronically and 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 ARTS within the field of Arts in Health. Students will develop a broad understanding of arts in health practices through analysis of national and international practices to evaluate the historical and wider socio-political contexts of the field. These theoretical understandings will underpin the design and planning of an arts in health project aimed at an individual or a group facing specific challenges to their health and wellbeing within a given setting or community.

This module will enable the effective translation of an individual practice to a participatory Arts in Health praxis.

Indicative Bibliography:

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

Essential Reads

Fancourt, D (2017), *Arts in Health: Designing and researching interventions*. Oxford University Press.

Hilary, E and White, M (2009), *Arts Development in Community Health: A Social Tonic*. CRP Press.

Other indicative reading

Bishop, C. (2012). *Artificial Hells: Participatory Art and the Politics of Spectatorship*. London: Verso Books.

Braden, S. (1985). *Artists and People. Gulbenkian Studies*. Routledge & Kegan Paul.

Broderick, S. (2015). *(Mis)Interpreting Arts and Health: What (Else) Can an Arts Practice Do? Doctoral Thesis*. Dublin Institute of Technology. DOI: <https://doi.org/10.21427/D7KG6K>

Brown, L. (2006). *Is Art Therapy? Art for Mental Health at the Millennium*. Manchester Metropolitan University.

Daykin, N. (2019). *Arts, Health and Wellbeing: A Critical Perspective on Research, Policy and Practice*. Routledge.

Gordon-Nesbitt, R. & Howarth, A. (2020) The arts and the social determinants of health: findings from an inquiry conducted by the United Kingdom All-Party Parliamentary Group on Arts, Health and Wellbeing, *Arts & Health*, 12:1, 1-22, DOI: 10.1080/17533015.2019.1567563.

McNiff, S. (2013). *Art as Research: Opportunities and Challenges*. Intellect Books.

Parkinson, C. (2018). *Social Justice, Inequalities, the Arts and Public Health: Weapons of Mass Happiness? Thesis by publication*. Manchester Metropolitan university.

Ravetz, A. & Gregory, H.(2018). Black gold: trustworthiness in artistic research (seen from the sidelines of arts and health), *Interdisciplinary Science Reviews*, 43:3-4, 348-371, DOI: 10.1080/03080188.2018.1533669

Stickley, T. (2012). *Qualitative Research in Arts and Mental Health: Context, Meanings and Evidence*. PCCS Books

Employability skills – the Glyndwr Graduate

Each module and programme is designed to cover core Glyndwr Graduate Attributes with the aim that each Graduate will leave Glyndwr 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
Resilience
Confidence
Adaptability

Practical Skillsets

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