

## MA Art Psychotherapy

*Applicable for all postgraduate learners starting on or after 1<sup>st</sup> September 2021*

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
0.1	April 2021	New programme for a September 2021 start. Block codes to be added	BJR

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences (Department of Arts and Humanities)
4. Contributing college/department/division/ associated institution	CNWL NHS Foundation Trust
5. Programme accredited by	Brunel University London
6. Final award(s) and FHEQ Level of Award	MA Art Psychotherapy FHEQ Level 7
7. Programme title	MA Art Psychotherapy
8. Programme type (Single honours)	N/A
9. Normal length of programme (in months) for each mode of study	MA 2 years (3 terms each year, October registration)
10. Maximum period of registration for each mode of study	F/T Normal duration plus 2 years
11. Variation(s) to September start	None
12. Modes of study	Full-time
13. Modes of delivery	Standard with Clinical Practice Placements
14. Intermediate awards and titles and FHEQ Level of Award	PG Certificate in Arts in Health FHEQ Level 7 PG Diploma in Arts in Health FHEQ Level 7
15. UCAS Code	N/A
16. HECOS Code(s)	101361 101361 101320 (equally split)
17. Route Code	J1D1PARPSTHE
18. Relevant subject benchmark statements and other external and	The Health and Care Professions Council ( <a href="https://www.hcpc-uk.org/">HCPC</a> ) Requires fulfilment of specific criteria to meet the regulated standards. Please note that as a new programme, the MA is pending approval by the HCPC.

<p>internal reference points used to inform programme design</p>	<p><a href="#">UK Quality Code for Higher Education</a>  <a href="#">QAA Subject Benchmark Statement</a>  <a href="#">Brunel 2030</a></p> <p><a href="#">Health and Care Professions Council: Standards of Proficiency; Art Psychotherapy</a></p> <p><a href="#">Health and Care Professions Council: Standards of Education and Training.</a></p> <p><a href="#">Health and Care Professions Council: Standards of Performance, Conduct and Ethics.</a>  <a href="#">Health and Care Professions Council: Guidelines on Conduct and Ethics for Learners.</a></p> <p>Brunel Placement Learning Policy, as published under the 'Placements' section of the <a href="#">'Managing Higher Education Provision with Others'</a> page.</p>
<p>19. Admission Requirements</p>	<p>Details of <a href="#">PGT entry requirements</a> are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.</p> <p>Further entry requirements include either:</p> <ul style="list-style-type: none"> <li>• a degree in the visual arts, or an undergraduate degree in other related areas, such as psychology, occupational therapy, social work, and nursing. The applicant must also have a current folio of artwork demonstrating an in-depth understanding of aesthetics and image making processes.</li> </ul> <p>Applicants will need:</p> <ul style="list-style-type: none"> <li>• One year's full time (or equivalent) relevant work experience which may be voluntary work to show sufficient life experience and emotional maturity, and having the intellectual capacity, to cope with the demands of the course</li> <li>• If the applicant's first language is not English, they must have achieved an IELTS of at least 7.0 or equivalent with no element below 6.5, as stipulated by the HCPC (at the point of application).</li> <li>• Experience of having undergone personal therapy is desirable. It is a requirement that students are in personal therapy and preferably an arts therapy for the duration of the MA during the academic year. If in the event the student is not seeing an arts therapist and is seeing another psychological practitioner instead, a clear rationale should be provided on the statement. During registration students will need to sign a statement stating that they will be in therapy for the duration of the MA Programme and how this will be funded.</li> <li>• Highly skilled use of 2D and 3D art materials demonstrated in three formats: Images and designs (5), sketchbook examples (5 images), personal development (5 images)</li> <li>• A personal statement describing interpersonal skills and image making process and how this relates to the applicants' understanding of Art Psychotherapy (650 words).</li> <li>• Occupational Health and DBS clearance or international equivalent</li> <li>• Completion of a work experience form</li> </ul>
<p>20. Other relevant information (e.g. study abroad, additional information on placements)</p>	<p><b>MA Structure</b></p> <p>The first two terms of the MA Programme and a placement (see Placement A) comprise a PG Cert – Arts in Health.</p> <p>The following terms (terms 3 in year 1 and terms 1-3 in year 2) comprise a PG Dip Arts in Health if all modules are passed with the exception of the dissertation and/or the placement(s).</p> <p><b>Clinical Education</b></p> <p>Learners must complete a minimum of 620 clinical placement hours over 2 years to complete the course. There are 2 clinical placements. Placements are attended consecutively to one another and in parallel to academic teaching. The first placement (Placement A) is for the first year of the programme and the second placement (Placement B) for the duration of the second year of the programme. The advantage of this MA is that the placements are coordinated in partnership with one of the largest NHS Trusts in the UK, enabling access to a variety of high standard placement contexts. You will undertake the clinical placements in a variety of health and health related contexts including NHS services, community services,</p>

tertiary services and tertiary organisations. We vet each placement for suitability by the placement coordinator - ensuring enough provision of resources for clinical work, safety of practice and capacity to offer regular support. A placement management agreement is in place with all providers of clinical placements. Where a placement is deemed as being unsuitable or breaks down after you have begun the placement, we will offer an alternative placement. One strength of the partnership is that there is responsive flexibility regarding placement opportunities, meaning that where possible any placement provided will be in keeping with the needs and interests of your development as an art psychotherapist. The NHS partner has direct access to over 30 placement contexts across child, adult and older people health and positions available in the tertiary sector.

**Mandatory and Non-Mandatory Clinical Training**

An extra feature of joining the placement programmes is the close links with interdisciplinary work and access to bespoke training that protects you and others in the work context, including safeguarding, data protection, health and safety and breakaway training. Further to this you have access to a range of non-mandatory trainings and seminars within both the arts and humanities department, where seminars and workshops will be available within arts and humanities and the NHS where there is access to brief courses such as working with dementia, children and families.

**Consent**

The experiential components of the programme can be personal and emotional as part of developing self-reflection as a therapist. As with any taught therapy programme, there are risks associated with personal exploration. Whilst we provide support and high levels of expertise to ensure that learners maintain their wellbeing, we require all learners to provide consent stating that they understand what emotional impact the MA may have.

21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.

**Assessment of Practice Placement Modules**

We require all learners to undertake specified periods of placement. In partnership with the NHS, we usually can match your placement needs according to the context and population that would be in their best learning interests. Learners may not unreasonably reject the offer of a placement setting, nor should they discontinue a placement setting once started without agreement by the programme lead and by following the procedures as stated in the handbook. The University and the placement provider may end a placement setting only with good reason to do so.

Where a learner fails the first attempt of the placement (Placement A), at the discretion of the assessors the first clinical placement would be deferred and taken as a first attempt in parallel with the second clinical placement. If the learner does not pass the second clinical placement, they will be required to complete a further year of supervised clinical work for the summative assessment.

Where, after due process as defined in the relevant placement handbook, a learner's progress in a placement setting is judged as irredeemable, the University and/or placement provider may end the placement early. An 'irredeemable' judgement will be made only where your progress in the placement setting is such that it will not be possible for you to meet the assessment requirements of the placement module within the remaining standard period of the current placement setting. Where a learner fails the placement at the second attempt, we may require them to withdraw from the programme.

**Failure of Art Psychotherapy Theory and Practice Modules**

Failure of an Art Psychotherapy Theory and Practice assessment shows that a learner may not be able to practice safely. We assess the practice component in a range of ways, including their academic and applied knowledge.

Where a learner has failed an Art Psychotherapy Theory and Practice module in year 1 the examination board will not allow you to continue to year two of the programme. Where a

learner has failed Art Psychotherapy Theory and Practice module assessment in year 2 the examination board will not award the MA Art Psychotherapy.

The examination board will submit you for re-assessment during the normal re-assessment period with recommendations to undertake learning and support activities or afford you another opportunity to achieve the Art Psychotherapy Theory and Practice assessments by attending assessments and or a placement retake in the following year on a self-funded basis.

#### **Attendance Requirements**

Attendance to taught content and placements is considered essential in order to facilitate safe practice. Learners must attend at least 100% of experiential learning / tutorials in academic modules and 100% of placement attendance. Attendance is monitored and assessed within in both years.

Where a learner does not meet the attendance requirement for a module or assessment, they will be awarded a fail in their assessment and will be required to complete a new placement at the same site or another site.

If a learner is unable to attend an alternative placement or university study the learner is required to inform the placement and or the university (email Module Lead) directly. Failure to comply with this requirement will result in this episode recorded as unauthorised absence and will trigger a meeting with their personal tutor.

#### **Interruptions during the programme**

Brunel University London will work with the NHS Trust practice-educator partners to monitor and manage interruptions during the programme. Interruptions will be viewed as a continuous period inclusive of the first day of absence regardless of any single or composite reason. Where the interruption is more than twenty-one days but less than six weeks, practice elements should be completed before the next progression point of the programme. In the case of short-term sickness (less than 3 days) any missed seminars, workshops or teaching sessions are recorded and available via the VLE for trainees to catch up. The delivery of the missed sessions is flexible and will be negotiated with the employer for example trainees who have missed up to 5 days can attend the missed sessions with the next cohort. Should it be necessary for the trainee to interrupt attendance on the programme for a period of more than six weeks, either in composite periods of leave, or in a single period of leave, the trainee may be discontinued from the programme. Where the period of interruption is more than six weeks in total, in consultation with NHS Trust partner, learners may be allowed to re-register and re-join the programme at an appropriate point, subject to the NHS Trust policy, Brunel University London policy and availability of clinical placements. For long-term sickness, trainees can go into abeyance, returning to the programme at a suitable time. Trainees will not be able to return to the programme when they have been withdrawn due to failure.

#### **Professional Standards**

The programme requires that learners develop professional standards of conduct. Where a learner is unable to meet professional standards of conduct, this will be reflected in the placement report and may lead to further inquiry, for example holding an extraordinary tripartite meeting with the placement manager to understand a lapse in professional standards. This inquiry falls under Senate Regulation 14.

22. Further information about the programme is available from the College website.

### **23. EDUCATIONAL AIMS OF THE PROGRAMME**

The MA Art Psychotherapy programme at Brunel is provided in partnership with CNWL NHS Foundation Trust. We developed the programme to develop creative interdisciplinary approaches to Art Psychotherapy building upon empirical evidence within a well-established arts culture at Brunel. At the heart of the programme are the cultural values of responding to social and health care needs of the participants and this may vary according to the socio-economic context, age, disability, gender, sex, race and religion. We teach ways of understanding different approaches to Art Psychotherapy that mean that you can adapt practice according to the people that you are working with. Wherever possible we teach evidence informed practice, and this may include innovative, collaborative and co-producing work together that is safe, effective and well led.

Art Psychotherapy is a State Registered Profession approved by The Health and Care Professions Council (HCPC). We encourage learners to apply from a wide range of socio-economic and cultural backgrounds. The MA in Art Psychotherapy will develop your critical knowledge of art-based therapeutic processes within the approaches of health, recovery and wellbeing. Learners will develop theory and practice to research and evaluate Art Psychotherapy practice. This MA programme offers opportunities to broaden the experience of working in a range of health and tertiary contexts through integrated placements supported by the NHS. The constantly advancing and developing nature of health and social care requires that our programme not only prepares you for a changing workplace but that graduates will be global citizens, culturally conscious and enabling accessibility to Art Psychotherapy in different contexts. Core to this aim is the use and role of image making (2D and 3D) and the relationship between aesthetics and wellbeing. Using teaching grounded in research that is being led by many of our academics and leading international research programmes, we aim for all learners to be knowledgeable and skilled at critiquing and applying evidence directly relevant to Art Psychotherapy practice. This means that you will bridge qualitative and quantitative evidence through critical discourse and practice. Learners will understand and be able to evaluate research data and be confident with understanding how stakeholders define what works for whom. Through their learning, learners will become intelligent and critical of original research evidence and have the knowledge and skills of high-level critical analysis and clinical innovation needed to both design and complete their own research study and use their research findings alongside contemporary evidence to advance their clinical practice.

The proposed educational aims of the programme are to enable learners to achieve high levels of arts-based therapeutic proficiency within a range of contexts. On completion of the MA in Art Psychotherapy you will:

- Be able to competently, confidently and empathically facilitate Art Psychotherapy in accordance with relevant theory, research and practice approaches
- Be able to appreciate, critique and engage with the theory and practice of visual art making
- Demonstrate a capacity to critically inquire as to how Art Psychotherapy can be used with sensitivity to the socioeconomic and cultural contexts, promoting diversity, equality, inclusion and active citizenship
- Demonstrate reflective insight and competency of communication and practice within the role and professional responsibilities of an art psychotherapist
- Be able to critically analyse and synthesise evidence relevant to Art Psychotherapy practice
- Be able to competently use a complex range of Art Psychotherapy skills in different contexts, durations and formats, including the development of new employment opportunities and Art Psychotherapy roles.
- Be able to recognise and uphold the ethical responsibilities and obligations to maintain HCPC Fitness to Practice requirements and Continuing Professional Development\*

\*The programme is pending approval by the Health and Care Professions Council.

#### 24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for learners to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

<b>Masters FHEQ Level 7</b>	<b>Category</b> (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	<b>Learning Outcome</b>	<b>Masters Award Only</b>	<b>Associated Assessment Modules Code(s)</b>	<b>Associated Modules Code(s)</b>	<b>Associated Modular Modules Code(s)</b>

	C/K	Critically evaluate knowledge and theory of human development and the therapeutic use of image making				Module 1. Art and Human Development 15 Credits  Module 2. Anthropology and Aesthetics 15 credits  Module 3. Arts in Health 30 credits
	C/K	Critically and systematically analyse Art Psychotherapy social and intersubjective theories of aesthetics and wellbeing				Module 1. Art and Human Development 15 Credits\  Module 2. Anthropology and Aesthetics 15 credits  Module 3. Arts in Health 30 credits
	C/K/S	Demonstrate efficient competence and depth of arts based therapeutic practice within the cultural and professional context				Module 1. Art and Human Development 15 Credits\  Module 2. Anthropology and Aesthetics 15 credits  Module 3. Arts in Health 30 credits  Module 4. Clinical Placement A – 0 Credits
	C/K	Critically appraise, analyse and synthesise relevant Art Psychotherapy research				Module 5. Applied Research Design and Methods 60 credits (Dissertation)
	K/S	Conduct self-directed, autonomous and collaborative Art Psychotherapy, making use of supervision and evidence in practice				Module 4. Clinical Placement A 0 Credits  Module 6. Clinical Placement B

						<p>0 Credits</p> <p>Module 7. Art Psychotherapy Theory and Practice I 20 Credits</p> <p>Module 5. Applied Research Design and Methods 60 credits – (Dissertation)</p> <p>Module 9. Art Psychotherapy Theory and Practice II 20 Credits</p>
	C/K/S	Demonstrate relationally responsive, dynamic, and contextually sensitive approaches to Art Psychotherapy				<p>Module 1. Art and Human Development 15 Credits\</p> <p>Module 2. Anthropology and Aesthetics 15 credits</p> <p>Module 3. Arts in Health 30 credits</p> <p>Module 4. Clinical Placement A 0 Credits</p> <p>Module 5. Applied Research Design and Methods 60 credits – (Dissertation)</p> <p>Module 6. Clinical Placement B– 0 Credits</p> <p>Module 7. Art Psychotherapy Theory and Practice I 20 Credits</p> <p>Module 8. Inter-professional Art Psychotherapy (QI) - 20 Credits</p> <p>Module 9. Art Psychotherapy Theory and Practice II 20 Credits</p>

	C/K/S	Critically evaluate, appraise and synthesise Art Psychotherapy theories of clinical change processes				<p>Module 4. Clinical Placement A 0 Credits</p> <p>Module 6. Clinical Placement B– 0 Credits</p> <p>Module 5. Applied Research Design and Methods 60 credits – (Dissertation)</p> <p>Module 7. Art Psychotherapy Theory and Practice I 20 Credits</p> <p>Module 9. Art Psychotherapy Theory and Practice II 20 Credits</p>
	K/C	Demonstrate and communicate in-depth reasoning and a specialised knowledge of versatile adaptations of Art Psychotherapy within the context of complex and unpredictable situations				<p>Module 4. Clinical Placement A – 0 Credits</p> <p>Module 6. Clinical Placement B– 0 Credits</p> <p>Module 7. Art Psychotherapy Theory and Practice I 20 Credits</p> <p>Module 9. Art Psychotherapy Theory and Practice II 20 Credits</p>
	K/S	Demonstrate effective and reflective collaboration and communication as an art psychotherapist within interprofessional contexts				<p>Module 4. Clinical Placement A 0 Credits</p> <p>Module 6. Clinical Placement B– 0 Credits</p> <p>Module 7. Art Psychotherapy Theory and Practice I 20 Credits</p> <p>Module 8. Inter-professional Art Psychotherapy (QI) - 20 Credits</p> <p>Module 9. Art Psychotherapy Theory and Practice II 20 Credits</p>



The programme outcomes are referenced according to the [QAA Benchmark Statement for Counselling and Psychotherapy \(2013\)](#) and the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#). Additionally, the [SEEC Credit Level Descriptors for Further and Higher Education \(2016\)](#) have been used as a guiding framework for curriculum design.

Further guidelines, references and resources:

[Office of Qualification and Examinations Regulation \(Ofqual\): Qualifications and Credit Framework \(QCF\)](#)  
[UK Quality Code for Higher Education](#)  
[QAA Subject Benchmark Statement Health Studies](#)

## **Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments**

Brunel University encourages interdisciplinary learning across arts and humanities and within interdisciplinary practice contexts. The programme team offers a creative, structured curriculum that utilises and builds upon the knowledge and expertise that learners bring from previous work experience, encouraging the learner potential through a range of learning methods and techniques. The teaching approach reflects cultural and social models of care through social/critical pedagogic methods, promoting inclusivity and in-depth learning opportunities.

### **Teaching and Learning Strategies/Methods**

We use an array of teaching and learning strategies on the MA, including group lectures, role-play, workshops, experiential learning (e.g. dynamic group art therapy work), tutorials, writing and arts-based learning experiences. Lecturers will introduce conceptual material and we will direct learners to explore this in relation to arts therapies, either individually or in collaboration with peers. The seminars and practical workshop sessions will provide smaller group contact and the opportunity to practice, review, discuss and debate the practice and theory, knowledge and understanding of evidence informed Art Psychotherapy. The sessions sometimes will require learners to make non-assessed presentations to the peer group and the tutor, either individually or as part of a team making use, where appropriate of ICT. Individual and small group assignments and presentations build critical awareness and give opportunities to explore and develop the practical implications of theory. Dissertation research will give learners the opportunity to integrate knowledge about pertinent clinical advances, and to familiarise learners with the rigours of independent investigative work.

### **Knowledge**

Learners develop a depth of knowledge and understanding through interactive experiential workshops, supervision and tutorials. We design the format to enable collaborative working on different scales, for example, small, medium and large groups. Learning occurs through group engagement processes and reflecting on Art Psychotherapy practice with the team and peers, lectures, seminars, clinical practice, studio practice, presentations, written work, academic reading and empirical research. All learning strategies integrate theory and practice and assist learners to develop a method of critical inquiry. Teaching is informed by evidence and provides specific and adaptive models for effectively facilitating Art Psychotherapy. Independent study is an important part of learning to demonstrate the development of autonomous and self-motivated practitioners and to consolidate their learning through independent inquiry into Art Psychotherapy theory and practice. We expect learners to demonstrate an increasing ability to systematically analyse and apply, through Art Psychotherapy practice, a knowledge, critical awareness and evaluation of current and complex Art Psychotherapy issues and developments; comprehensive appraisal of research techniques; original application of knowledge, making sound judgements and proposing new hypotheses; self-direction and autonomous working in taught sessions, in research activity and in their written work.

### **Cognitive**

Learners develop cognitive skills through lectures, workshops, seminars, supervision / reflective practice groups independent reading, research methods, placement and Continuous Professional Development activities. The learning strategy for cognitive development utilises engaged participation, oral presentations, group work, experiential learning and the development of integrating theoretical understanding and reflective practice to impact on the cognitive skills required to critically appraise, analyse, synthesise and consolidate learning about research, practice and theory. Independent study forms a core part of the learning experience, both to supplement and consolidate the teaching activities and to broaden individual knowledge and understanding of Art Psychotherapy practice. We place significant emphasis on cognitive skills in written work, high-quality oral and written presentation, reflection and the rigorous analysis of practice, both in terms of process and outcome. To support cognitive aims, literature and preparatory reading will be available online via the learning portal (BBL) and be supplemented by further reading available in the library.

## **Skills**

We develop Art Psychotherapy practice skills throughout the programme, particularly through engagement with our partnership organisation, CNWL NHS Foundation Trust. This means that standards of practice are considered in relation to professional practice and recent developments in the field. Combined with placement learning, skills will also be developed through engagement with the art making processes employed in the art studio context, experiential group sessions and workshops, practicing through role-play, group work and individual work, and independent investigation into change process theory and research inquiry, peer participation, tutorials, clinical placement and supervision, writing and presentations. Learning a range of contextually sensitive skills will underpin good practice principles and competencies. Further to this, independent study will enhance and consolidate skill development. During the programme, we also require learners to attend personal therapy/Art Psychotherapy to support their learning, process experience, provide personal development, and offer a model of good practice.

## **Formative Assessments**

We enable full participation in formative assessment tasks, through a range of accessible formats, including online, oral, written and digital formats. We are also careful to ensure that learning is successfully integrated into practice through clear and participatory feedback. Assessment throughout the programme ensures that learners demonstrate their capacity to conduct Art Psychotherapy to a professional standard, including being reflective about conduct, ethics and their effectiveness and efficiency. Where possible we will provide opportunities for tutors, and peers to feedback about their work before submission. Formative feedback might focus on the competencies, skills, knowledge or cognition relating to Art Psychotherapy. Further to this, presentations, media and written work will be assessed with structure and style and understanding or application of a complex theory or concept towards being a competent art psychotherapist. Feedback will include guidance to further areas of inquiry that will help to clarify or extend a learner's in-depth comprehension.

## **Additional Support**

The programme requires a capacity for in depth, analytic and reflective personal and relational exploration and experiential comprehension within the contexts of personal therapy, support, tutoring and supervision in academic and clinical environments. There are various forms of support on the MA programme, Group and Individual tutorials are scheduled each term to help learners engage with the learning content, provide support and address related queries. Group/individual tutorials related to the modules are also offered to support learners in starting and completing their assessment. Personal tutoring as part of Tutoring@Brunel will assist learners in their development as reflective practitioners, learners, and support them through the period of their study. The programme lead offers guidance and support through a termly tutorial for the whole cohort.

Academic Skills Services, Disability and Dyslexia Services and the Brunel Language Centre also offer support and guidance. The Programme Lead; Personal Tutors; Module Leaders direct learners to these services during Induction and periodically through the year. We also schedule critical Writing Workshops during the MA Programme to aid learners with critical thinking and writing skills.

## **Brunel University London's Virtual Learning Environment**

In the event that face-to-face teaching is not possible, or that face-to-face teaching is not the optimum format to achieve the required learning outcomes, Blackboard Learn and Wiseflow supports online learning and academic submissions. This will also be the learners' first point of contact for module resources, including an online module reading list linked with the university library. Some modules may make use of online discussion forums for formative tasks or ongoing discussion. Others will use Blackboard Collaborate can also be used to support face-to-face teaching with additional discussion or tutorial opportunities. Panopto recordings can also be used for teaching sessions to support education and learning experience.

**Summative assessment strategies and methods to enable learning outcomes to be demonstrated.**

The summative assessments progress from formative assessments and are based on many of the same principles that enable the learner to learn and assimilate knowledge. Throughout the programme we have positioned summative assessments to reflect the required depth of learning consolidation required for effective application of Art Psychotherapy practice and theory. Further to this the summative assessment strategy will ensure that learners are 'work force ready' enabling professional competency, increasing employability and offering an accessible and inclusive approach to learning.

We use summative assessments to develop learners' skills and abilities and to assess levels of competence. The nine modules for the award combine different modes of assessment which are positioned carefully throughout the course to optimise the learner's assimilation of feedback on each assessment and to prepare for the next summative assessment. The following modes of summative assessment are used:

### **Oral Presentation**

Oral presentations assess knowledge, understanding and reasoned argument and an ability to communicate clearly, with sensitivity and rigour, adapting these attributes to specific audiences. Learners have an opportunity to develop a skill that is likely to be used in a variety of public and professional settings. Oral presentations demonstrate verbal presentation skills and do not have any accompanying media.

### **Short Written Assignments**

Short written assessments require the learner to provide reflective, exploratory and narrative based responses to complex questions. Short written assessments during the course help the learner to structure and formulate argument, reason and cognition within a comprehensive academic style of writing.

### **Placement Digital Portfolio**

A reflective placement digital portfolio including clinical reflections are kept and anonymously recorded in line with GDPR and local policies. The placement digital portfolio is intended to provide a narrative space within which the learner's creative processing of clinical material can be presented. The portfolio can use multi-media and should provide notes and reflections about their learning within the clinical context. It is expected that images will form part of the process. Included in the portfolio is feedback from the clinical supervisor(s), the placement manager (if this is a different person to the supervisor) and reflections from the learner about their learning experience.

### **Media Presentation**

Learners will have the opportunity to provide a clinical presentation demonstrating critical comprehension and assimilation of clinical practice. Whilst these are formal presentations in preparation for presenting to professional and public audiences, the use of images and other media may be used as part of the presentation.

### **Role-Play**

To demonstrate clinical competencies within given scenarios, learners will conduct art therapy within a roleplay. The roleplay is recorded and then assessed according to the quality, confidence and explicit use of art therapy interpersonal and intrapersonal skills and knowledge.

### **Dissertation**

The dissertation module is used to assess the learner's knowledge and skills with an area of research where some of the core issues salient to effective practice are identified. Learning will involve developing skills and knowledge in relation to qualitative and quantitative research methods, sourcing relevant reliable and valid data, critiquing the data and demonstrating assimilation and consolidation of findings in a way that can be helpful to practice are considered as key points of the assessment criteria. Further to this, the presentation of the outcomes and conclusion to form the basis of the argument should be articulated in a convincing and structured approach.

## **25. Programme Structure, progression and award requirements**

Programme structures and features: levels, assessment, credit and progression and award requirements

- **Compulsory Module:** a module which all learners registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;

- **Optional Module:** one which learners choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment or module (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or module:

Where learners are expected to pass the module at C- or better, but not necessarily all elements, then the module itself is core.

e.g. AB5500 Project (40)

Core: Module

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

#### FHEQ Level 7

Compulsory assessment module codes, titles and credit

**Optional assessment module codes, titles and credits**

<b>Compulsory Modules and Credits – (180 credits total)</b>  <b>Module 1.</b> Art and Human Development – 15 Credits  <b>Module 2.</b> Anthropology and Aesthetics - 15 credits  <b>Module 3.</b> Arts in Health – 30 credits  <b>Module 4.</b> Clinical Placement A - 0 Credits (Pass/ Fail)  <b>Module 5.</b> Applied Research Design and Methods –60 credits (Dissertation) CORE: Block  <b>Module 6.</b> Clinical Placement B - 0 Credits (Pass/ Fail)  <b>Module 7.</b> Art Psychotherapy Theory and Practice I - 20 Credits  <b>Module 8.</b> Inter-professional Art Psychotherapy (QI) - 20 Credits  <b>Module 9.</b> Art Psychotherapy Theory and Practice II 20 Credits	<b>Optional modular codes, titles and credits</b>  N/A
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**Masters and FHEQ Level 7 Progression and Award Requirements**

As per [Senate Regulation 3](#)

The PGDip may not be awarded by substitution of the dissertation for other modules in the taught part of the programme.

Where learners are expected to pass all assessments then this will be identified. By setting the assessment this way, learners are also required to pass the module by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)  
 Core: All, Module

- A **non-core assessment** does not have to be passed at grade C- or better but must D- or better in order to be eligible for the final award.

<b>Masters and FHEQ Level 7 Progression and Award Requirements</b>  As per <a href="#">Senate Regulation 3</a>
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PG Certificate may be awarded on completion of the first two terms (Modules 1-4) and a PG Diploma may be awarded by completing all modules except for the dissertation and placements (Modules 1,2, 3, 7,8,9). All 9 modules of the MA programme together enable the development of a proficient, caring, responsive, creative and capable art psychotherapist. This is developed through Art Psychotherapy theory and practice and the experience of working with a range of environmental and cultural values, applied research and work within an interprofessional context, which will broaden specialised competencies. We develop the learner's clinical competencies throughout the 2 years within the placement and supervisory contexts as well as academic environments.

Please note: this specification summarises the salient features of the programme and the learning outcomes that we might reasonably expect a learner to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the assessment and module outlines and other programme and module information. The accuracy of the information in this document is reviewed by the University from time to time and whenever a modification occurs.