

## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	MA
<b>1.5 FHEQ Level:</b>	7
<b>1.6 Programme Title:</b>	Arts, Health & Wellbeing
<b>1.7 Mode and Duration of Study:</b>	Full Time – 1 year Part Time – 2 years
<b>1.8 School:</b>	Arts, Humanities and Social Sciences
<b>1.9 HECoS Code:</b>	10136
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent
<b>1.12 Accrediting Professional Body/PSRB</b>	N/A
<b>1.13 QAA Subject Benchmarking Group(s):</b>	N/A but aligned with Dance, Drama and Performance at BA level
<b>1.14 Other External Points of Reference:</b>	Framework for Higher Education Qualifications (FHEQ), Master's degree characteristics; UK Professional Standards Framework
<b>1.15 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.16 Work-Based Learning Arrangements:</b>	N/A
<b>1.17 Arrangements for Distance Learning:</b>	N/A
<b>1.18 Original Date of Production:</b>	Nov. 2021
<b>1.19 Date of Commencement:</b>	Sept. 2022
<b>1.20 Review Date:</b>	Sept. 2028

### 2. Programme Outline

The arts have a crucial role in our health and wellbeing. An urgent and well-documented gap has emerged in the arts sector regarding the training and professional development of artists working (or with an ambition to work) in these contexts. For example, the All Party Parliamentary Group's Report *Creative Health* 'recommend[s] that arts education institutions initiate undergraduate and postgraduate courses and professional development modules dedicated to the contribution of the arts to health and wellbeing'. This MA directly serves that need.

Marjon's MA in Arts, Health and Wellbeing examines critical concepts and diverse contexts to explore the relationship between the arts and health/wellbeing – from individual, social and ecological perspectives. With practices and methodologies from the field of applied theatre at its core, the MA will celebrate and develop students' engagement with interdisciplinary arts forms, extending their own practice and future professional opportunities. Taught by experienced practitioners and drawing on cutting edge research, this course will offer the chance to ask important questions and find new ways to support the health and wellbeing of groups and individuals, through the arts. The term 'arts' here is used in an expansive and cross-disciplinary capacity, enabling students to centre creativity within their practice(s), rather than being tied to a singular discipline. It also recognises the "artistry" of caring for others: the art of touch, listening, responding and imagining.

This MA is practice-based, as well as developing students' research skills and scholarship. Students will develop their facilitation skills, to enable them to work in a diverse range of community contexts. Examining how we work with individuals and groups in creative, ethical and sustainable ways, students will explore how they can bring their creative practice to these contexts to support the health and wellbeing of participants. All students will graduate with the practical skills to thrive in their chosen career, within the field of arts and health. They will develop their practice through cutting-edge research and work with experienced practitioners, who are part of global conversations about critical issues in the field. Community-based learning opportunities will afford students the chance to extend their professional networks in the region and beyond. In a rapidly evolving field, this course prepares graduates for the growing industry of arts and health.

## 2.1 Integrating Sustainability into the Curriculum

Higher education has the potential to be a catalyst for sustainable development for current and future generations; this MA takes the institution's commitment to sustainability seriously and embeds consideration of this vital agenda through its programme. Not only will it develop students' skills and knowledge to enable them to live and work sustainably in the future, but the content of their studies also equips them to utilise their future professional practice to support the sustainability of a healthy and health-creating society.

The All Party Parliamentary Group (APPG) for Arts, Health and Wellbeing launched in January 2014 and – in collaboration with King's College London and in partnership with Guy's and St Thomas' Charity and the Royal Society for Public Health's Special Interest Group on Arts, Health and Wellbeing – launched a two year 'Arts, Health and Wellbeing Inquiry'. The report from this inquiry, *Creative Health*, was published in July 2017 and has three key messages:

- The arts can help keep us well, aid our recovery and support longer lives better lived.
- The arts can help meet major challenges facing health and social care: ageing, long- term conditions, loneliness and mental health.
- The arts can help save money in the health service and social care. (APPG 2017: 4)

Considering the arts in the contexts of social determinants of health and wellbeing, *Creative Health* 'position[s] the strong inter-relationship between arts and individual and community health as one of the key foundations of building sustainable and resilient communities' (APPG 2017: 5). It recommends that those responsible for NHS New Models of Care and Sustainability and Transformation Partnerships ensure that arts and cultural organisations are involved in the delivery of health and wellbeing at regional and local level. This makes this new MA of strategic importance to the South West, placing Marjon at the epicentre of this impetus for progress and actively supporting the development of Marjon as a cultural leader, establishing Marjon as the community venue for the Northern quarter of Plymouth for sport, wellbeing, culture and education. The imperative towards a more sustainable future is thus at the heart of this programme.

Then editor of the British Medical Journal, Smith's argument that we should 'divert 0.5% of the healthcare budget to the arts' to 'improve the health of people in Britain' (2002: 1432) still seems an unlikely parliamentary move; yet, the pressing need for health care to reinvent itself to cope with contemporary health needs and the problems that '[m]edicine cannot solve' (ibid: 1443) is increasingly urgent. The health of society requires creative solutions, making innovative scholarship and practice in this field of critical importance. Sustainable practice requires a robust, skilled workforce; the specific modules on the MA Arts, Health & Wellbeing are designed to create this – upskilling students in facilitation, project design and implementation, and ethical practice.

The design of the MA Arts, Health & Wellbeing furthers the UN's Sustainable Development Goals, through its commitment to quality education, partnership working and industry innovation, in an environment that nurtures good health and wellbeing. In line with Marjon's Quality Assurance Framework Information & Guidance on integrating sustainability in programme design, this MA equips students with the knowledge, understanding, skills and attributes to be global citizens, mindful of social justice and the wellbeing of present and future generations. This is achieved through stimulus activities, case studies, experiential and problem-based learning.

The Programme will also make sure to consider its environmental impact, as part of Marjon's commitment to sustainability. Marjon Zero is an exciting visionary project to make our university one of the greenest in the country, doing our bit to protect the planet. We're committed to zero carbon by 2030. 2000 solar panels have already been installed and the ground source heat pump project is well underway. In future phases of the Marjon Zero project, we will go on to retrofit current buildings and make our campus a greener space by expanding our green social spaces and the biodiversity around campus. This MA exists within this broader infrastructure at Marjon and will benefit from these campus-wide improvements. When it comes to doing our bit, on the MA, we will make sure that we minimise waste and utilise resources as efficiently as possible.

### 3. Distinctive Features

- This MA offers the opportunity to contribute to shaping a rapidly evolving field. It is outward facing, meeting urgent social needs, and ties into political commitments to expanding arts and health provision – preparing graduates for a growing industry. Responsivity to global shifts is built into its design, which is imperative in our global climate; this MA is not just about sitting with existing practices and paradigms, but developing and extending them.
- This MA forges industry connections in the south west and beyond (drawing on existing collaborations by core staff, such as with Arts and Health South West).
- It is borne from cutting edge research and so will become part of a global conversation on

arts and care.

#### 4. Programme Aims

The MA Arts, Health & Wellbeing develops students for future careers within the field of arts and health and beyond, as facilitators and arts practitioners, trainers, consultants, activists, scholars, and more. This Programme offers practical and intellectual challenges that will support and develop students' skills and capacities to design, deliver and evaluate creative practice(s) in health and wellbeing context/with health and wellbeing outcomes, and their confidence to innovate within and beyond the field.

The Programme aims to:

- Facilitate creative and intelligent engagement with forms, practices, techniques, traditions, histories and applications of arts in health and wellbeing contexts;
- Develop students as autonomous, creative, ethical practitioners;
- Enable students to develop an expansive creative practice, which can flex to respond to multiple community contexts, with nuance and integrity;
- Enthuse students about the potential to deliver meaningful, beautiful and impactful arts-based practices, which support the wellbeing of individuals and communities;
- Create reflexive practitioners, whose praxis is deeply informed by scholarship and research, drawing on research and practice at the fore-front of the field.

#### 5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. Deep and systematic understanding of knowledge of cultural contexts, critical perspectives and relevant theories in relation to current innovations in the field of arts and health.
2. The ability to work with theoretical/research based knowledge to develop an understanding of selected values, practices and policies that shape the landscape of arts and health.
3. The ability to identify and critically evaluate a range of sources pertaining to the field of arts and health, engaging with a wide breadth of cross/interdisciplinary scholarship.
4. Critical understanding of conceptualisations of health and wellbeing, how these relate to certain paradigms and epistemologies, and how they are measured in practice.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

5. Intellectual rigour and conceptual understanding, with the ability to undertake sustained research and engage with advanced scholarship.
6. The ability to synthesise information in a manner that is innovative and reflective, presenting their ideas autonomously and creatively.
7. Sophisticated reasoning and critique when examining theory and its impact upon practice, in the field of arts and health.
8. The ability to critically evaluate their own and others' practice, research and research methodologies, within a chosen area of specialism within the field of arts and health.

Practical skills:

By the end of this programme students should be able to demonstrate:

9. The ability to plan and deliver sophisticated, engaging practice, drawing on innovative or sectoral best practice.
10. A critical ethical dimension to their practice, managing the implications of ethical dilemmas and working proactively with others to formulate solutions.
11. The development of their identity as a facilitator, who can sensitively and confidently relate to the needs of specific groups in particular contexts.
12. Creative flair and originality within their arts practice/the facilitations of others' arts practice(s), to support health outcomes.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

13. The ability to work effectively as a group leader or member, commenting critically and analytically on their own and on others' practice/research.
14. The ability to conduct extensive and sophisticated research effectively, to critically apply information retrieval skills, gather, synthesise, evaluate and organise material in appropriate forms (adhering to academic conventions).
15. The ability to engage confidently in academic and professional communication across the industry, in order to disseminate knowledge, understanding and effective practice, relevant to the field of arts and health.
16. The independence and autonomy required for continuing professional study/practice, understanding the potential application of their skills, experiences and practice within future learning, research and/or employment.

## 6. Learning and Teaching Methods

A range of learning and teaching methods will be used in this Programme, to enable flexible, student-centred learning:

Method	Description
Lecture	A lecture is usually an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations.
Community-based learning	Learning undertaken in an alternative context, location or environment from the university campus-focused learning spaces, in a community context.
Practical	Learning opportunities relating to putting theory and research into practice.
Seminar	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed,

	questions can be raised and debates can be conducted.
Supported Independent Study	Activities where a trainee conducts research or another identified learning activity either on their own and/or with tutor support (face-to-face or otherwise).
Tutorial	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives additional individual attention to the students. More interactive and specific than a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Workshop	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.
Blended Learning	Teaching and learning that is conducted synchronously and/or asynchronously, connected and/or located, making use of digital technologies to facilitate interactions. For example, using webinars: a web-based learning or training activity, usually interactive, for example, a workshop or seminar. Webinars take place synchronously online using video conferencing software, with participants taking part remotely. Webinars may be recorded and made available as a video for asynchronous viewing.

The Learning and Teaching Strategy will prioritise:

- Holistic and inclusive pedagogical approaches
- Flexible and engaging learning environments
- Personal and career development
- Creative learning communities
- Authentic curriculum and assessment design

The Programme offers an evidence-informed curricula, drawing on cutting edge research and practice, and engaging with industry experts from the locality and beyond. The MA is responsive to student and societal need through its content, approach and progressive pedagogy.

We will offer appropriately designed specialist learning environments to enable signature pedagogies, specific to the field of arts and health, so that our student-practitioners are work-ready. Practice-led learning and practice as research are central to the programme, with a core focus on reflexive practice. Students curiosity will be nurtured, as will an appreciation that challenge and uncertainty are pivotal stages for deep understanding and progression. There will

be meaningful opportunities for students to co-create their learning experience, and embedded appreciative quality mechanisms.

In line with the University Learning and Teaching Strategy, the teaching team is committed to engaging with, and developing further, new approaches to teaching and learning, including the full and active use of Canvas. We are committed to offering learning resources that come from a diverse range of sources and creators, with a gender, ethnicity, disability, sexuality, age, religion and nationality aware curriculum. The Programme actively challenges normative and received ideas, questioning how they fit within international, intersectional conversations, which often privilege the knowledge systems of the Global North.

### 6.1 Learning Enhancement

We will offer practical workshops with professional practitioners, thus not only offering learning through innovative current practice, but also building a network of industry contacts for students. In a swiftly evolving field, receiving recent national/political attention, students have the opportunity to shape the field in the South West and meet societal need in a growth area. Learning will also be enhanced by community-based learning opportunities, further building professional connections in the region and beyond.

### 6.2 e-Learning

In response to the most urgent and challenging issues we are facing in the field today, the module Facilitation: Practices and Possibilities (AHWM02) will examine digital participation and how we facilitate arts practice virtually – demonstrating how our practices must evolve and respond to international events. This enhances the employability of graduates, who may be seeking future work during pandemics or other global disasters, or hoping to expand their reach geographically by working on digital platforms. In Beyond Disciplinarity (AHWM04), students will have the opportunity to develop their digital practice, through exploration of mediums such as photography, video, digital storytelling and animation.

The Programme will draw on a range of digital resources, for example from the [‘Repository for Arts and Health Resources’](#). Students will also be encouraged to participate in [London Arts in Health Forum’s Digital Sandpits](#).

We will utilise the virtual learning environment to create online possibilities for group discussion and information sharing. Curricula will respond to the digital confidence requirements of current and emerging learning and employment pathways in the field.

## 7. Modes of Assessment

All learning, teaching and assessment will be inclusive and focus on supporting success for all students. Assessment is undertaken through students submitting work for marking, moderation and external examination, and will be rigorous, fair and clear. Feedback will be personal focused on future development. It will identify strengths and aspects for improvement, which can be put into practice in future work.

Method	Description

<b>Essay</b>	A written assignment that draws on scholarly research and knowledge of the field to articulate a considered argument.
<b>Presentation</b>	Either individually or as a group, students will present their ideas/research/argument through a verbal presentation, that may incorporate the use of audio-visuals/digital technology, to clearly and creatively articulate their work.
<b>Practical</b>	Creative practical work, undertaken either in groups or individually. This enables students to show-case their developing facilitation skills/arts practice.
<b>Critical Reflection</b>	A critical account of the work undertaken, usually accompanying a Practical Project, which includes personal and/or group reflection. It will involve explanation, analyses and interpretation of processes and practices under consideration.
<b>Creative Response</b>	An unique response to a given stimuli/stimulus, utilising creative/artistic practices to create a specified output.
<b>Case Study</b>	A written piece of work, which examines in detail a particular practice/ organisation/performance/text, having conducted appropriate research about the practice/ organisation practice/ organisation/performance/text under study. The analysis is used in order to illustrate an argument or broader contextual point.
<b>Critical Analysis</b>	A written response to source material, which critically analyses part or all of a specified document/described context.
<b>Portfolio</b>	A curated body of work, covering the learning outcomes of the module, which usually takes several different forms, such as documentation through various media formats (e.g. journals, transcripts, photographs, video recordings), scholarly research, and reflective/evaluative writing.
<b>Research Project</b>	Detailed individual research or a sustained practical project, which is contextually grounded. All independent projects are negotiated with, and supervised by, an appropriate lecturer.

## 9. Work-Based Learning/Placement Learning



Students will undertake community-based learning in the module Beyond Disciplinarity (AHWM04), meaning they are working in the community and developing industry contacts. This module requires a critical reflection on their learning and will build employability skills and possible professional pathways. Across the whole Programme, students are provided with opportunities to forge their own paths, professionally, building skills and expanding their horizons.

## 10. Programme Structure

### Full Time, Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">AHWM01</a>	Research Contexts	30	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">AHWM02</a>	Facilitation: Practices and Possibilities	30	70% Practical 30% Coursework	Semester A	Compulsory	Condonable
<a href="#">AHWM03</a>	Health and Wellbeing: Creativity and Care	30	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">AHWM04</a>	Beyond Disciplinarity	30	30% Practical 70% Coursework	Semester B	Compulsory	Condonable
<a href="#">AHWM05</a>	Independent Project	60	100% Coursework	Semester C	Compulsory	Non- condonable

### Part Time, Level 7

#### Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
AHWM01	Research Contexts	30	100% Coursework	Semester A	Compulsory	Condonable
AHWM04	Beyond Disciplinarity	30	30% Practical 70% Coursework	Semester B	Compulsory	Condonable
AHWM05	Independent Project	0	100% Coursework	Semester C	Compulsory	Non- condonable

#### Year 2

AHWM02	Facilitation: Practices and Possibilities	30	70% Practical 30% Coursework	Semester A	Compulsory	Condonable
AHWM03	Health and Wellbeing: Creativity and Care	30	100% Coursework	Semester B	Compulsory	Condonable
AHWM05	Independent Project	60	100% Coursework	Semester C	Compulsory	Non- condonable

[P/T structure appears out of balance, but it has been agreed to remain as above].

## Delivery Pattern

### Full-time (12 months)

Duration	Taught Input	Module
September - January	September, October, November, December, January	AHWM01: Research Contexts
September - January	September, October, November, December, January	AHWM02: Facilitation: practices and possibilities
January-May	January, February, March, April, May	AHWM03: Health and wellbeing: creativity and care
January-May	January, February, March, April, May	AHWM04: Beyond disciplinarity
May-July	Supervision only	AHWM05: Independent Project

### Part-time (24 months)

Duration	Taught Input	Module
September – January, Yr 1	September, October, November, December, January	AHWM01: Research Contexts
January-May, Yr 1	January, February, March, April, May	AHWM04: Beyond disciplinarity
September – January, Yr 2	September, October, November, December, January	AHWM02: Facilitation: practices and possibilities
January-May, Yr 2	January, February, March, April, May	AHWM03: Health and wellbeing: creativity and care
May-July, Yr1 and Yr 2	Supervision only	AHWM05: Independent Project

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

- 1: Critical theory, research perspectives
- 2: Employability and professional identity
- 3: Contexts, society and social change
- 4: Developing arts practice
- 5: Pedagogy and facilitation
- 6: Leadership

### Level 7

Module Code	Module Title	Thread
AHWM01	Research Contexts	1, 3
AHWM02	Facilitation: practices and possibilities	2, 3, 4, 5, 6
AHWM03	Health and wellbeing: creativity and care	1, 3
AHWM04	Beyond disciplinarity	2, 4, 5
AHWM05	Independent Project	1, 2, 3, 4, 5, 6

#### Structure and Points of Progression

Module Code	Module Title	Credits	Assessment Point	Progression Point
AHWM01	Research Contexts	30	MAB – Feb PAB – Feb	
AHWM02	Facilitation: practices and possibilities	30	MAB – Feb PAB – Feb	Exit award available
AHWM03	Health and wellbeing: creativity and care	30	MAB – June PAB – July	
AHWM04	Beyond disciplinarity	30	MAB – June PAB – July	Exit award available
AHWM05	Independent Project	60	MAB – September PAB - September	Exit award available

#### 11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

#### 12. Professional Advisory Group

This Programme makes active use of an evolving Professional Advisory Group, which flexes to meet the needs of the student cohort and staff team. We have actively sought a diversity of input, in line with the University's values. We have utilised our existing industry links and are always looking for opportunities to expand these.

#### 13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions.

#### 14. Employability and Career Progression Opportunities

This Programme is designed to meet the needs of a growth sector and has a strong focus on Employability.

The module Facilitation: practices and possibilities (AHWM02) is designed in reference to recent research (Low & Mayo 2013) regarding the qualities needed by, and sought in, applied theatre practitioners. Surveying 15 organisations that employ freelance artists, Low and Mayo found that these organisations were particularly looking for: experienced artists with a strong command of their form, excellent participative and facilitative skills, interpersonal and communication skills, creativity, flexibility, time management, reliability, planning and budgeting skills, critical thinking, collaborative approaches, kindness and empathy (ibid: 8). This module consequently builds the employability of graduates within this field by focusing on developing these skills.

The Programme is designed to develop the competencies identified by the [European Entrepreneurship Competence Framework](#) (EntreComp), and this entrepreneurial learning is woven throughout the MA. These are critical in a VUCA (volatile, uncertain, complex, ambiguous) world, in the throes of the Fourth Industrial Revolution (characterised by the fusion of the physical, digital and biological worlds).

This Programme will enable students to build the list of skills described below, with examples from across the modules used to exemplify how they will achieve this:

<p><b>Analytical thinking and innovation</b> – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.</p>	<p>In AHWM03, Health and Wellbeing: Creativity and Care, students will analyse global models of health and wellbeing, to consider how perspectives on health and wellbeing inform arts-based projects, including their objectives and how they are funded and evaluated. This has real-life application, as they develop workable solutions for how to resolve these tensions in their own practice. They will draw on innovate models, such as the Power-Threat-Meaning Framework, thus engaging with conceptualisations and practicable models at the forefront of the field.</p>
<p><b>Active learning and reflective practice</b> – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.</p>	<p>In AHWM05, students’ Independent Project, they will be self-directed, with support from their supervisor as necessary, to develop their own research project. This must be driven by a key research question, about an area of practice of their choice, and must have a coherent research design. For this module, they will need to apply their developing knowledge from previous modules (for example, research skills for AHWM01). Reflective practice is at the heart of AHWM02, Facilitation: practices and possibilities, as being a reflexive practitioner is a core part of the philosophy of praxis.</p>
<p><b>Creativity, originality and initiative</b> – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.</p>	<p>Creativity is celebrated throughout the whole MA. In AHWM04, Beyond Disciplinarity, students will extend their creative practice through experimentation with different art forms, beyond their disciplinary</p>

	background/previous training. This will require curiosity, bravery, playfulness, and stepping outside existing comfort zones. This is key to their experiential learning, drawing on their experiences of being a learner and the applying these insights to their own practice/pedagogy.
<b>Critical thinking and analysis</b> – students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgement to reach an answer or conclusion	In AHWM03, Health and Wellbeing: Creativity and Care, students will apply their critical thinking skills to consider how health and wellbeing are conceptualised globally. For their assessments, they will need to formulate an argument, synthesising and applying information gathered from research at the forefront of the field.
<b>Complex problem-solving</b> – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.	Being able to flex their practice in the moment, to navigate complex community contexts, will be a necessary skill in AHWM02 and AHWM04. In AHWM05, their Independent Project is driven by a key research question, which will examine real world issues from the field, with criticality and sophistication.
<b>Leadership and social influence</b> – students are able to motivate others to act towards achieving a common goal	Working together, collaboratively, creatively and collegiately, will be highly important on this MA. Students will lead their peers, as they practice their facilitation skills in AHWM02 and AHWM04. Coming from diverse practice/professional/educational backgrounds, this MA celebrates the sharing of knowledge, as part of a community of evolving practitioners, who all have something meaningful to offer.
<b>Emotional intelligence</b> – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.	In AHWM02, students will reflect on their own motivations, drivers, and positionality. Examining ethical issues emergent in health/wellbeing contexts, students will need to build their emotional intelligence to develop their professional boundaries.
<b>Reasoning, problem-solving and ideation</b> – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions	Creative problem-solving will be key across the MA, as students encounter new contexts they have not worked in before. Reasoning, problem-solving and ideation will be key when they are unpicking ethical dilemmas in AHWM02, considering how we measure and evaluate practice in AHWM03, and developing their own research projects in AHWM05.
<b>Systems analysis and evaluation</b> – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way	In AHWM01 students will learn about research design, considering which are the most effective procedures to implement to conduct their enquiry. They will further this learning in AHWM05, through their Independent Project.

Professional pathways/roles upon graduation include:

- Freelance arts and health practitioner/socially engaged artist (building their own portfolio career)
- NHS Activity Co-ordinator
- Artist in residence
- Charity worker
- Academic researcher
- Community arts worker
- Community education officer
- Arts administrator
- Community development worker

## 15. Support for Students and for Student Learning

Students have full access to facilities within the University for academic and pastoral support and guidance. Academic support is provided by: extensive library and other learning resources and facilities, library and study skills guidance material, programme handbooks and module guides, student support services, and departmental staff, including programme leader, module leaders and tutors.

The support and guidance of students is further promoted by the following services:

- Academic tutorial staff, including programme leaders, module leaders and external University Tutors;
- Extensive library and other learning resources, including the electronic library catalogue, e-journals and Canvas pages;
- Library and study skills guidance, e.g. AIM;
- Marjon Futures, for employability and career guidance ;
- Student Support Services: support with learning, counselling services, accommodation, welfare, finance, etc;
- Programme handbooks and module guides;
- The Chaplaincy Centre, which is used for social gatherings, quiet reflection and prayer;
- On-campus Nursery provision.

## 16. Student Feedback Mechanisms

The Programme team seek to develop positive relationships with participants through regular ongoing dialogue and communication. Participants will be invited to participate in the Postgraduate Taught Experience Survey (PTES). In addition, feedback at programme level will be achieved through programme and module evaluation surveys, the Staff Student Liaison Committee, as well as ongoing session-by-session feedback, mid-Module and End of Semester Feedback channels.

## 17. Other Stakeholder Feedback

The programme has been developed through relevant industry feedback, in liaison with regional and national experts in the field. It has also been developed through peer feedback from academics at other institutions, including those leading potential feeder courses.

## 18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed, and quality assured, through the University's existing regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including External Examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level; these are reported formally through the University's annual monitoring and reporting cycle.

