

School of Creative Arts

Title of Programme: MA Art Therapy

Programme Code: CCARTMA

Programme Specification

This programme specification is relevant to students entering:
01 September 2019

Associate Dean of School (Academic Quality Assurance):
Barbara Brownie

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

| Date | Section | Amendment |
|--------|---------|----------------------------|
| 6/3/19 | Table 4 | Amended grammatical errors |
| | | |
| | | |

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification MA Art Therapy

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

| | |
|------------------------------------|-----------------------------|
| Awarding Institution/Body | University of Hertfordshire |
| Teaching Institution | University of Hertfordshire |
| University/partner campuses | College Lane Campus |
| Programme accredited by | Health Professions Council |
| Final Award (Qualification) | MA |
| All Final Award titles | Art Therapy |
| (Qualification and Subject) | |
| FHEQ level of award | 7 |
| Language of Delivery | English |

A. Programme Rationale

The Art Therapy programme at University of Hertfordshire is internationally recognised and has launched the careers of many key art therapists who have been influential in shaping the profession over the past 40 years. The programme provides an intensive learning experience in the practice of art therapy for motivated and mature students at MA level.

The programme is approved by the Health Professions Council (HCPC). Successful completion of the programme leads to eligibility to apply for registration with HCPC. HCPC do not require qualified art therapists to register with the British Association of Art Therapists (BAAT) as a full member. Graduated students of the programme may practice under the title of Art Therapist or Art Psychotherapist within a variety of contexts.

The programme is vocational and designed to recruit mature students from a wide range of cultural, ethnic and social backgrounds from the UK, the EU and beyond. All candidates must show a potential for psychological mindedness towards themselves, others and in relationship to art making. The programme seeks candidates with a degree or equivalent in visual arts, the humanities, education or a related field and relevant work experience with vulnerable or special needs clients. Applicants without a degree but with a consolidated working background in health or special educational settings are also considered under the Special Entry criteria. All applicants must demonstrate an ongoing commitment to art making.

The principal aim of the programme is to equip students to practice art therapy where visual art and the process of making plays a central role in the therapeutic relationship. Students develop into empathic, confident and creative graduates prepared to practice in a broad range of settings and in accordance with professional body requirements. Furthermore, the programme supports and develops students' artistic development within a broad visual arts context in order to enrich their understanding of the complexities of their art therapy practice. These experiences form the foundation for a mindful, relational and ethical career as an art therapist. Our students develop a thorough understanding of art therapy within the broader context of current psycho-social therapeutic practices and learn to link the therapeutic, cultural, aesthetic and political implications of a range of factors such as race, culture, identity, heritage and social cohesion. Training will facilitate critical thinking, building a strong visual language and a robust professional identity as an art therapist.

The spine of the programme is comprised of a series of specialist Art Therapy modules that introduce, develop and consolidate the qualities and capabilities of a reflexive, ethical and insightful art therapist. Each of these modules integrates theory, art making and professional practice in a holistic way. This is complemented by a set of modules that are shared across the School of Creative Arts' Postgraduate Portfolio, Research and Enquiry and Creative Economies, as well as the programme specific Discourse and Reflection modules. This suite of modules enables students to build and explore potential collaborations while retaining the specificity of their area of focus, adding a sense of student community and connectedness at this higher level of education while embedding a solid grounding in research and professional studies. Students learn to apply a range of research methodologies that are both qualitative and quantitative.

The programme at University of Hertfordshire is unique in offering training within a School of Creative Arts; since its inception in the School of Art in St Albans in the 1970s, the programme has developed a strong identity with visual art and the rich cultural environment in which it resides. The process of making art and its relationship to therapeutic practice is central to the ethos of the programme. The student's ongoing engagement with visual art practice and their identity as an artist is fostered in studio practice and in a range of psychodynamic groups and workshops. Students benefit from the broad art and design milieu and have access to a wide range of technical facilities within the School; the programme encourages students to go beyond the traditional scope of art therapy practices by experiencing multiple processes and art forms. While students benefit from the immediate art and design research environment, the programme aims to deliver the acquisition of skills and attributes congruent to health, education and voluntary sector environments that enables students to gain successful future employment.

Placement-based learning is integral to the MA Art Therapy at University of Hertfordshire, enabling students to engage directly with clients to understand the therapeutic relationship and art therapy in context. Due to the diverse areas in which art therapists work, critical awareness of issues relating to equality, diversity and ethics is essential. Therefore, an ability to take initiative and apply practical skills in unpredictable situations provides the student with realistic experiences necessary in gaining future employment. The experience gained through placements deepens graduates' capacity for clinical rigour and diversity in the field while strengthening their prospects for employment.

Students are required to complete a maximum of 120 days of clinical practice in the course of their training; a maximum of 60 days per year for full time students and 40 for part time students. Students receive support for their placements through a Placement Handbook, preparation workshops and Reflective Practice Groups (RPGs), where the essential components of safe, ethical practice and professional and regulatory body requirements are reinforced. Students are expected to work within the policies and procedures of the placement organisation. Placement providers will deliver an induction, a space to work and weekly clinical supervision. Supervisors are either art therapists or other qualified professionals from related regulated professions. Programme staff will visit new placements and support struggling students when necessary.

Core teaching staff are art therapists registered with HCPC. The programme also draws on the skills of a range of guest and visiting lecturers from therapeutic and artistic backgrounds.

All students are required by the professional bodies to be in personal therapy throughout the training. Participation in therapy gives students a model of good practice and added support. Personal therapy must be in keeping with the psychodynamic ethos of the training and students are directed toward therapists registered with HCPC, UKCP or BACP. Therapy takes place outside the University with the programme monitoring the student's attendance.

Students should note that academic misconduct, non-academic misconduct and criminal offences will normally also constitute a failure to comply with the Principles of Professional Behaviour of the relevant professional bodies. Such allegations will be subject to formal investigation and where appropriate, the procedures outlined within the University's Academic Regulations relating to Fitness to Practice.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- Enable students to acquire and critique a range of models and discourses pertaining to art therapy theory, research and practice.

- Develop students' capacity to work in a range of contexts and with diverse individuals and groups by means of critical engagement with experiential and theoretical training, placement and supervision.
- Develop students' understanding of current research and its development and to critically evaluate this in relation to outcomes in art therapy practice.
- Develop students' capacity to be reflective, empathic and confident practitioners.
- Cultivate psychosocially aware individuals who are engaged in ethical and sensitive practice promoting diversity, equality, inclusion and active citizenship.
- Encourage and develop students' engagement with contemporary art practice as it pertains to the complexities of contemporary art therapy practice.
- Develop students' entrepreneurial skills in generating employment, or creating new social enterprise opportunities within community, business, health or educational settings.
- Enable students to recognise and uphold the ethical responsibilities and obligations to maintain HCPC Fitness to Practice requirements and Continuing Professional Development.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

- Students will be able to make informed and thoughtful links between theory and practice and demonstrate this in writing, verbal communication and art making.
- Students will be able to work independently and collaboratively and have a well-developed understanding of the contexts in which art therapy is practiced.
- Students will develop critical and creative thinking skills that enable them to contribute to art therapy research and practice, including the ability to generate projects and work collaboratively with a range of groups.
- Students will be able to demonstrate initiative and innovation in relationship to the pivotal experience of art-making and art therapy.
- Students will demonstrate a critical understanding of methods of enquiry and research relevant to the field of art therapy and will be able to apply a range of qualitative and quantitative methods in their own research.
- Students will develop an in-depth understanding and applied knowledge of the psychodynamic process within the therapeutic relationship. They will have the necessary skills to apply this knowledge to working with individuals and groups.
- Students will develop an in-depth understanding of the impact of psychosocial factors on the contexts of art therapy practice, including issues relating to equality, diversity, inclusion and ethics.
- The programme will foster students' personal and professional identity as an art therapist and facilitate the learning of skills required for employment and as prospective HCPC registrants.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

| Knowledge and Understanding: | Teaching/learning methods & strategies | Assessment |
|--|--|---|
| A1- Demonstrate systematic knowledge and understanding of art therapy theory and practice. | Acquisition of knowledge and understanding is through interactive experiential workshops, supervision and tutorials. These interweave work in small, medium and large groups. Learning occurs through group engagement, working with art making and reflecting on it with the team | Knowledge and understanding are assessed through a variety of approaches. These include group projects, written assignments, reflexive journals, evidence of studio practice, placement learning on site and in supervision groups and tutor assessments and presentations. |
| A2- Demonstrate critical awareness and understanding of issues and insights at the forefront of professional practice. | | |

A3- Demonstrate knowledge and understanding of a range of research methodologies relevant to art therapy research and practice.

A4- Demonstrate knowledge and understanding of how to create, interpret and evaluate knowledge in art therapy.

A5- Synthesise theory, experience, practice and research to develop knowledge and understanding of rigour in art therapy.

A6- Demonstrate knowledge and reflexive understanding of the social, cultural, ethical and inter-subjective frameworks of art therapy.

A7- Demonstrate critical awareness and reflexivity in own and clients' art making.

A8- Demonstrate knowledge and understanding of contemporary art practice and theory and the implications for art therapy.

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 students to develop a research ethos. Research-informed teaching will provide models for effectively facilitating art therapy groups.

Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate the teaching activities and to broaden their individual knowledge and understanding of art therapy practice.

Group learning and tutorials support students to develop skills in research, observation and evaluation, leading to the synthesizing of experience, practice, theory and research.

Intellectual skills:

Teaching/learning methods & strategies

Assessment

B1- Critically analyse and evaluate research and scholarship in the discipline.

B2- Critically explore contextual issues related to the theory and practice of art and art therapy.

B3- Critically evaluate, develop and contextualise own professional practice and art making with reference to relevant research, theory and practice.

B4- Analyse data to develop empirical judgements.

B5- Critically reflect on the intersubjectivity of group processes.

Intellectual skills are developed through supervision / reflective practice groups, lectures, workshops, seminars, independent reading, research methods, placement and Continuous Professional Development activities.

Active participation, presentations, experiential learning and development of the integration of theoretical understanding and reflective practice are key aspects of the teaching and learning strategy.

Throughout, the learner is encouraged to develop intellectual skills further by

Intellectual skills are assessed through a variety of approaches. These include group projects, written assignments, reflexive journals, evidence of studio practice, placement learning on site and in supervision groups and tutor assessments and presentations.

| | | |
|---|---|--|
| | <p>independent study both to supplement and consolidate the teaching activities and to broaden their individual knowledge and understanding of art therapy practice.</p> <p>Group learning and tutorials support students to develop skills in research, observation and evaluation, leading to the synthesising of experience, practice, theory and research.</p> | |
| Practical skills: | Teaching/learning methods & strategies | Assessment |
| <p>C1- Demonstrate the ability to apply knowledge and intellectual skills to practice settings, professional relationships, client groups and community contexts.</p> <p>C2- Demonstrate the application of knowledge and understanding within the inter-subjective space between client/s and therapist.</p> <p>C3- Demonstrate a reflexive engagement with and understanding of the relationship between own art making and art therapy practice.</p> <p>C4- Demonstrate sensitivity and responsiveness to issues of equality, diversity and inclusion when engaging in experiential groups and placement settings.</p> <p>C5- Exercise initiative and provide informed responses to issues of safe guarding, ethical relationships, personal responsibility and legislative requirements.</p> <p>C6- Demonstrate the ability to work efficiently, reflectively and strategically to make sound, professional judgements in complex and unpredictable situations.</p> | <p>Practical skills are developed throughout the training through independent research and study, visual art practice, engaging with the research environment, peer participation, tutorials, clinical placement and supervision, experiential group work, writing and presentations.</p> <p>Throughout, students are encouraged to undertake independent study both to supplement and consolidate the teaching activities and to broaden their individual knowledge and understanding of art therapy practice. Group learning and tutorials support students to develop skills in research, observation and evaluation, leading to the synthesising of experience, practice, theory and research.</p> <p>Students are required to be in personal therapy/art therapy, group analysis or individual psychoanalysis to support their learning, provide a model of good practice and develop therapeutic skills through experience.</p> | <p>Practical skills are assessed through a range of methods which include group processes, written assignments, case studies, reflexive journals, evidence of studio practice, placement learning on site and in supervision groups and tutor assessments and presentations.</p> |

| | | |
|---|---|--|
| C7- Demonstrate the ability to facilitate, reflect upon and manage the therapeutic relationship. | | |
| Transferable skills: | Teaching/learning methods & strategies | Assessment |
| <p>D1- Use information sources and make sound judgements based on evidence.</p> <p>D2- Communicate complex ideas clearly to specialist and non-specialist audiences in visual, written and verbal forms using appropriate academic and professional conventions.</p> <p>D3- Demonstrate critical thinking, initiative and the ability to analyse and solve problems.</p> <p>D4- Demonstrate independent learning ability required for continued professional development.</p> <p>D5- Demonstrate the ability to work effectively in groups and teams.</p> <p>D6- Demonstrate sensitivity and responsiveness to issues of equality, diversity, inclusion and ethics that can influence relationships between individuals and groups.</p> | <p>Transferable skills are developed through independent research and study, visual art practice, research, writing, tutorials, clinical placement and supervision, clinical presentations and experiential group work in diverse contexts.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of therapeutic practice and research methods.</p> <p>Students are encouraged to undertake independent study both to supplement and consolidate the teaching activities and to broaden their individual knowledge and understanding of art therapy practice.</p> <p>Group learning and tutorials support students to develop skills in research, observation and evaluation, leading to the synthesising of experience, practice, theory and research.</p> | <p>Transferable skills are assessed through a variety of methods including group projects, written assignments, case studies, reflexive journals, evidence of studio practice, placement learning on site and in supervision groups and tutor assessments and presentations.</p> |

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in Full Time (over 2 years) and Part Time (over 3 years) modes and leads to the award of MA Art Therapy. Entry is normally at level 7 with suitable degree qualifications. Intake is normally Semester A (September).

Professional and Statutory Regulatory Bodies

Art Therapy is not a state registered profession, the profession and programme are approved by the Health Professions Council (HCPC).

Completion of the programme leads to eligibility to apply for registration with the HCPC.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study: Full time; Part time

Entry point: Semester A

All students undertake the following two core modules which are common modules shared by all the postgraduate programmes.

| Compulsory (Common) Modules Module Title | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
|---|-------------|---------------|----------------------|---------------|--------------|-------------|-----------|
| * Research and Enquiry or | 7CTA1079 | 15 | English | 0 | 100 | 0 | A |
| * Research and Enquiry (Online) | 7WCT0001 | 15 | English | 0 | 100 | 0 | A |
| * Creative Economies or | 7CTA1060 | 15 | English | 0 | 100 | 0 | B |
| * Creative Economies (Online) | 7WCT0002 | 15 | English | 0 | 100 | 0 | B |

* **Note** - with the prior agreement of the programme leader and subject to any Visa requirements, students may be offered the opportunity to take either the 'attendance' or the distance learning (online) versions of the Research and Enquiry and/or Creative Economies core modules for the purpose of repeating the module only.

| Compulsory Modules Module Title | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
|--|-------------|---------------|----------------------|---------------|--------------|-------------|-----------|
| Introduction to Art Therapy | 7CTA1112 | 60 | English | 0 | 100 | 0 | AB |
| Introduction to Art Therapy PT* | 7CTA1116 | 45 | English | 0 | 100 | 0 | AB |
| Art Therapy (Introduction and Consolidating) PT* | 7CTA1108 | 30 | English | 0 | 100 | 0 | ABC |
| Developing Art Therapy 1 | 7CTA1114 | 15 | English | 0 | 100 | 0 | B |
| Developing Art Therapy 2 | 7CTA1113 | 30 | English | 0 | 100 | 0 | AB |
| Developing Art Therapy 3 | 7CTA1109 | 15 | English | 0 | 100 | 0 | A |
| Consolidating Art Therapy | 7CTA1110 | 60 | English | 0 | 100 | 0 | AB |
| Consolidating Art Therapy PT* | 7CTA1111 | 45 | English | 0 | 100 | 0 | AB |
| Discourse and Reflection: Art Therapy | 7CTA1049 | 30 | English | 0 | 100 | 0 | AB |

*PT denotes modules specifically for part time students

The award of MA Art Therapy requires 240 credit points passed at Level 7.

Study Routes

FULL TIME YEAR 1

| SEMESTER A | SEMESTER B |
|--|---|
| Introduction to Art Therapy (7CTA1112 60 credits). | |
| Discourse and Reflection: Art Therapy (7CTA1049 30 credits) | |
| Research and Enquiry (7CTA1079 / 7WCT0001 15 credits) | Developing Art Therapy 1 (7CTA1114 15 credits) |

Total credits: 120

FULL TIME YEAR 2

| SEMESTER A | SEMESTER B |
|--|---|
| Consolidating Art Therapy (7CTA1110 60 credits) | |
| Developing Art Therapy 2 (7CTA1113 30 credits) | |
| Developing Art Therapy 3 (7CTA1109 15 credits) | Creative Economies (7CTA1060 /7WCT0002 15 credits) |

Total credits: 120

PART TIME YEAR 1

| SEMESTER A | SEMESTER B |
|--|---|
| Introduction to Art Therapy PT (7CTA1116 45 credits) | |
| Research and Enquiry (7CTA1079 / 7WCT0001 15 credits) | Developing Art Therapy 1 (7CTA1114 15 credits) |

Total credits: 75

PART TIME YEAR 2

| SEMESTER A | SEMESTER B | SEMESTER C |
|--|------------|------------|
| Art Therapy (Introduction and Consolidating) PT (7CTA1108 30 credits) | | |
| Developing Art Therapy 2 (7CTA1113 30 credits) | | |
| Discourse and Reflection: Art Therapy (7CTA1049 30 credits) | | |

Total credits: 90

PART TIME YEAR 3

| SEMESTER A | SEMESTER B |
|---|---|
| Consolidating Art Therapy PT (7CTA1111 45 credits) | |
| Developing Art therapy 3 (7CTA1109 / 15 credits) | Creative Economies (7CTA1060 /7WCT0002 / 15 credits) |

Total credits: 75

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

| Final Award | Award Title | Minimum requirements | Available at end of (normally): | Programme Learning Outcomes developed (see above) |
|-------------|-------------|-------------------------------------|--|--|
| Masters | Art Therapy | 240 credit points passed at level 7 | 4 Semesters (Full time) 7 Semesters (Part time) | All programme learning outcomes (see Table 2) All Learning Outcomes will have been thoroughly tested. |

| Interim Award | Award Title | Minimum requirements | Available at end of Level | Programme Learning Outcomes developed (see above) |
|--------------------------|-------------|---|---------------------------|--|
| Postgraduate Diploma | (untitled) | 120 credit points, including at least 60 at level 7 | 2, 3 Semesters | See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm All Learning Outcomes will have been tested. |
| Postgraduate Certificate | (untitled) | 60 credit points, including at least 30 at level 7 | 1-2 Semesters | See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm |

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in [UPR AS14](#), Section D and the students' handbook are met.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

Determination of Classification

The award of MA Art Therapy requires 240 credit points at level 7.

Since September 2012, Masters and Diploma awards may be made "with Distinction" or "with Commendation" on the recommendation of the Principal Board of Examiners, where the candidate has satisfied criteria specified in [UPR AS14](#) (Section D7.1) and the student handbook. In determining classification for the full Masters award, the highest graded 150 (of 240) credits will be used. However, this **MUST** include the final module with a placement component:

- For Full Time students: **7CTA1110 - Consolidating Art Therapy (60 Credits)**
- For Part Time students: **7CTA1111 - Consolidating Art Therapy PT (45 Credits)**

There is no compensation for failed modules.

Students must pass all modules each year in order to progress.

The programme assessment includes examinations by written assignments, tutor assessment of students' performance, student presentations of practice and attendance. As the programme leads to an award recognised in both academic and professional contexts, assessment pays attention to performance within clinical placements and supervision, theory, research and art-based skills and understanding that relate to therapeutic practice. Assessment of the competence to practice in clinical settings is considered as important as competence demonstrated in written or visual arts assignments.

In the case of students being unable to proceed on a clinical placement as a result of a weak report or 'unsafe performance' reported by the supervisor, programme staff will undertake a placement visit to assess the situation. The professional judgement of the programme staff in consultation with the supervisor may result in the student's placement being terminated. This would normally result in the student being referred on the relevant clinical placement and supervision module or result in the Fitness to Practice clause being activated. Placements are required to conform to UH protocols on equal opportunities and health and safety. The programme carries out a monitoring process on placements annually.

Further points of clarification and interpretation relevant to this specific programme are given below:

- All modules are mandatory for the award of MA Art Therapy. The students must gain a pass in all assessed elements of each module.
- Attendance 100%. 80% minimum in all modules. Failure to comply with this requirement may affect academic progression.
- In accordance with University regulations [UPR AS11](#), a generic Postgraduate Certificate and generic Postgraduate Diploma will be available as an exit award to students who have acquired the requisite number of credit points and withdraw from the programme. This award will not include the title of Art Therapy and does not permit students to practice as Art Therapists. Only when all credits are achieved (240) and the full award (MA) is made is eligibility to apply for registration with the HCPC granted.
- The maximum time over which a student may gain the award is 4 years Full Time and 5 years Part Time.

The Programme operates the University policy for treatment of serious adverse circumstances and students receive details in the Student Handbook.

Other information relevant to the programme

The profession and programme are approved by the Health Professions Council.

- **Copyright:** Students retain the Intellectual Property Rights, including copyright, in their films, images and other artefacts. Unless specifically notified by the student, the student grants the University the right to use any of their material for non-commercial academic use including the promotion of the Programme, School of Creative Arts and the University. The student may withdraw this consent at any time by contacting their programme leader or the School Admin. Office.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- Dean of School.
- Associate Dean of School (AQA) who has delegated responsibility for programmes in the School of Creative Arts.
- Academic Group Leader with an overview of the programme.
- A Postgraduate Coordinator supporting the Programme Leader and responsible for coordinating marketing and recruitment across the taught masters courses in the School.
- A Programme Leader who is responsible for the day to day management and admissions.
- A Tutor for each of the named awards.
- Module Leaders who are responsible for individual modules.
- A designated Student Administrator to deal with day to day administration associated with the programme.
- A programme committee with responsibility for programme development, administration and student issues, the membership of which includes the programme administrator, academic group leader, programme leader, all teaching staff, student representatives, a technical officer and the Information Hertfordshire Manager.

Support

Students are supported by:

- An Academic Group Leader to oversee and advise on programme related issues.
- A Postgraduate Coordinator to facilitate cross programme/award activity.
- Programme Leader to provide regular guidance and feedback in relation to the course.
- Personal tutors to provide academic and pastoral support.
- Studio Technicians.
- Student Proctors.
- Accompanying Handbooks, Module Booklets.
- The School Study Skills Booklet.
- Student representatives on the programme committee.
- A designated student administrator.
- An induction week at the beginning of the academic session.
- Orientation for overseas students.
- Designated studios within the postgraduate centre.
- Workshop facilities in the School of Creative Arts.
- On-site shop for materials, Loan Stores for camera and other equipment.
- Students have access to a full range of facilities across Art and Design.
- All Masters level students are encouraged to attend post graduate research seminars.
- StudyNet, a versatile on-line interactive intranet and learning environment.
- Guided student-centred learning on StudyNet module sites.
- Attractive modern study environments in two Learning Resources Centres and Learning Zones.
- Access to extensive digital and print collections of information resources.
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support etc.
- Office of the Dean of Students, incorporating Chaplaincy, Counselling and Nursery.
- An Accommodation Office.
- Medical Centre and Pharmacy.
- University Disability Advisors.
- An Equal Opportunities Officer.
- The Careers, Employment and Enterprise service for all current students and graduates.
- The Students' Union.
- The Creative Arts Toolkit <http://catoolkit.herts.ac.uk>

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

G. Entry requirements

The normal entry requirements for the programme are:

Applicants should have an honours degree or its equivalent in visual arts, or a degree in the humanities, education or related field. Applicants may already have a professional qualification. Applicants who come from an allied field including psychology, anthropology, sociology etc. must show evidence of an ongoing commitment to their art practice. Exceptions for Special Entry may apply in cases where candidates have alternative qualifications, extensive professional experience in a related field, or may not have had access to traditional tertiary education as a result of exceptional circumstances such as socio-political obstacles. In such cases where no first degree has been obtained, candidates must demonstrate the ability to complete academic studies at MA level. All candidates (whether from a visual art background or not) must provide evidence of their engagement with visual art through a digital portfolio which is submitted as part of the interview process.

Candidates will be expected to provide evidence of relevant work experience equalling 1,000 hours minimum. These hours need to have accrued by the date of application and does not include hours within the period of acceptance and the start of the academic year. This work may be paid employment and/or voluntary work, gained in the UK or abroad. The work experience should offer an experience of working with the kinds of clients that students may encounter in their training. The work could be with children, adolescents or adults who are experiencing some kind of emotional difficulties as a result of intellectual or physical challenges or psychological trauma or stresses. The work could be within a mental health setting, social services, a school, a community centre or a charity. Work experience should include working with a multi-disciplinary team and liaising with other professionals. Work experience must include work outside the student's own domestic circumstances of caring for a relative/ friend etc. At interview candidates are expected to be mature, be able to reflect on their life experiences as well as demonstrate a strong capacity to be psychologically minded, towards themselves, others and their art making process.

International applicants not able to attend an interview will be expected to provide evidence of the required 1,000 hours minimum relevant work experience in a digital format. A Skype interview (or similar technology) will be arranged.

International students whose first language is not English must satisfy the University's English language requirement for this programme, IELTS score of 6.5, TOEFL 580/ibt 92. It is important that candidates have a grasp of the psychological language used in therapeutic practice prior to entry.

A DBS check will be completed prior to the commencement of any placement activity.

Admissions Process:

The interview process usually includes individual interviews and a group Q&A session. The interview panel comprises academic staff, current students and service users. All candidates will be required to submit a 650 word essay along with their digital portfolio prior to interview and to provide two references (one academic and one professional) at interview.

At Interview candidates are assessed on:

- capacity for psychological mindedness towards themselves, others and their art making process;
- capacity to work in groups;
- relevant prior work experience of a minimum of 1,000 hours;
- curiosity, empathy and emotional robustness;
- potential professionalism and interest in social engagement/justice;
- academic potential and critical thinking demonstrated in interview and in the written assignment.

The portfolio will be considered using the following criteria:

- evidence of engagement with art making as a means of feeling and meaning;
- evidence of an identity and commitment to art making
- evidence of working in a variety of media and openness to expansive engagement with contemporary art practice.

A DBS check will be completed prior to the commencement of any placement activity.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:

School of Creative Arts, University of Hertfordshire

Telephone: 01707 285300

Email: ctaadmin@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

MA Art Therapy

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

| | | Programme Learning Outcomes (as identified in Section C and the following page) | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|---|---|----|----|----|----|----|----|----|---------------------|----|----|----|----|------------------|----|----|----|----|----|----|---------------------|----|----|----|----|----|
| | | Knowledge and Understanding | | | | | | | | Intellectual Skills | | | | | Practical Skills | | | | | | | Transferable Skills | | | | | |
| Module Title | Module Code | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 | D6 |
| Level 7 | Introduction to Art Therapy | 7CTA1112 | X | | | X | | X | | X | X | | X | X | | X | X | X | X | X | X | X | X | | X | X | X |
| | Introduction to Art Therapy PT | 7CTA1116 | X | | | X | | X | | X | X | | X | X | | X | X | X | X | X | X | X | X | | X | X | X |
| | Art Therapy (Introduction and Consolidating) PT | 7CTA1108 | X | | | X | | X | | X | X | | X | X | | X | X | X | X | X | X | X | X | | X | X | X |
| | Developing Art Therapy 1 | 7CTA1114 | X | | | X | | | X | X | | X | X | | X | X | X | X | | | X | | X | | X | X | X |
| | Developing Art Therapy 2 | 7CTA1113 | X | X | | X | | X | | X | X | | X | X | | X | X | X | | | | | | X | X | X | |
| | Developing Art Therapy 3 | 7CTA1109 | X | X | X | X | | X | X | X | | X | X | | X | X | X | X | | | X | X | X | | X | X | X |
| | Consolidating Art Therapy | 7CTA1110 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | Consolidating Art Therapy PT | 7CTA1111 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | Discourse and Reflection: Art Therapy | 7CTA1049 | X | X | X | X | | X | X | X | X | X | X | | | | | | | X | | X | X | X | X | | |
| | Research and Enquiry | 7CTA1079 | | X | X | X | | | | X | X | X | | X | | | | | | X | | | X | X | X | X | |
| | Research and Enquiry (Online) | 7WCT0001 | | X | X | X | | | | X | X | X | | X | | | | | | X | | | X | X | X | X | |
| | Creative Economies | 7CTA1060 | | X | | | | X | | | | X | | X | | X | | | | | X | | X | X | X | X | X |
| | Creative Economies(Online) | 7WCT0002 | | X | | | | X | | | | X | | X | | X | | | | | X | | X | X | X | X | X |

Key: Learning Outcome which is assessed as part of the module ☒

Programme Learning Outcomes

In line with the HCPC revised standards of education and training (SETs 2017) UH have integrated their recommended core learning outcomes:

The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

- The predecessor standard (SET 4.5) required that students understood the implications of the standards of conduct performance and ethics. This has been strengthened to ensure that learners are able to meet these standards along with other expectations of professional behaviour on completion of the programme.
- The programme must ensure that learners are able to learn with and from, professionals and learners in other relevant professions. Previously this standard was negatively framed, requiring that when there was inter-professional learning that it did not negatively impact on profession specific learning. This standard now requires that learners have the opportunity to learn from and with professionals and learners from other relevant professions. This is in line with revised UH strategic goals of increased interdisciplinary assessed projects.
- Assessment throughout the programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics. Similarly, to revised SET 4.2, this standard requires that assessments through the programme ensure that learners meet the expectations of professional behaviour, including the standards of conduct, performance and ethics on completion of the programme.

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. Demonstrate systematic knowledge and understanding of art therapy theory and practice.
- A2. Demonstrate critical awareness and understanding of issues and insights at the forefront of professional practice.
- A3. Demonstrate knowledge and understanding of a range of research methodologies relevant to art therapy research and practice.
- A4. Demonstrate knowledge and understanding of how to create, interpret and evaluate knowledge in art therapy.
- A5. Synthesise theory, experience, practice and research to develop knowledge and understanding of rigour in art therapy.
- A6. Demonstrate knowledge and reflexive understanding of the social, cultural, ethical and inter-subjective frameworks of art therapy.
- A7. Demonstrate critical awareness and reflexivity in own and clients' art making.
- A8. Demonstrate knowledge and understanding of contemporary art practice and theory and the implications for art therapy.

Intellectual Skills

- B1. Critically analyse and evaluate research and scholarship in the discipline.
- B2. Critically explore contextual issues related to the theory and practice of art and art therapy.
- B3. Critically evaluate, develop and contextualise own professional practice and art making with reference to relevant research, theory and practice.
- B4. Analyse data to develop empirical judgements.
- B5. Critically reflect on the intersubjectivity of group processes.

Practical Skills

- C1. Demonstrate the ability to apply knowledge and intellectual skills to practice settings, professional relationships, client groups and community contexts.
- C2. Demonstrate the application of knowledge and understanding within the inter-subjective space between client/s and therapist.
- C3. Demonstrate a reflexive engagement with and understanding of the relationship between own art making and art therapy practice.
- C4. Demonstrate sensitivity and responsiveness to issues of equality, diversity and inclusion when engaging in experiential groups and placement settings.
- C5. Exercise initiative and provide informed responses to issues of safe guarding, ethical relationships, personal responsibility and legislative requirements.
- C6. Demonstrate the ability to work efficiently, reflectively and strategically, to make sound, professional judgements in complex and unpredictable situations.
- C7. Demonstrate the ability to facilitate, reflect upon and manage the therapeutic relationship.

Transferable Skills

- D1. Use information sources and make sound judgements based on evidence.
- D2. Communicate complex ideas clearly to specialist and non-specialist audiences in visual, written and verbal forms using appropriate academic and professional conventions.
- D3. Demonstrate critical thinking, initiative and the ability to analyse and solve problems.
- D4. Demonstrate independent learning ability required for continued professional development.
- D5. Demonstrate the ability to work effectively in groups and teams.
- D6. Demonstrate sensitivity and responsiveness to issues of equality, diversity, inclusion and ethics that can influence relationships between individuals and groups.

Section 2

Programme management

| | |
|---|---|
| Relevant QAA subject benchmarking statements | Art Therapy / HCPC Standards of Education and Standards of Training |
| Type of programme | Postgraduate Taught |
| Date of validation/last periodic review | November 17 |
| Date of production/ last revision of PS | March 2019 / <i>March 2017</i> |
| Relevant to level/cohort | Level 7 entering September 2019 |
| Administrative School | School of Creative Arts |

Table 3 Course structure

| | | |
|----------------|-----------------------|----------------------|
| Course details | | |
| Course code | Course description | JACS / HECOS |
| CCARTMA | MA Art Therapy | C844 / 101320 |

Table 4 – Transitional Arrangements

The new programme launched in Semester A 2018.

Full time students enrolled in the older programme completed it at the end of Semester B 2019 and part time students will complete it at the end of Semester B 2020. Any students in the older programme required to complete a module will be able to do so by enrolling on the discontinued module, which will remain 'open' and resubmitting the relevant assessment item(s). Their learning is supported by attending only those teaching activities in the equivalent module relevant to their assessment requirements. Care is taken to ensure that any students in this situation will experience a negligible impact on their learning experience.

REPEATING STUDENTS

All 2017/2018 Level 7 modules remain 'open' during the academic years 2018/2019, 2019/2020, 2020/2021 for students who are repeating modules.

| Module that has been Failed / that student will be enrolled on to Repeat | Activity |
|--|--|
| 7CTA1052 - Experiential Training 1 (15 credits) | Students work alongside students enrolled in 7CTA1114 - Developing Art Therapy 1 (15 credits) . |
| 7CTA1053 - Experiential training 2 (15 credits) | Students work alongside students enrolled in 7CTA1113 - Developing Art Therapy 2 (30 credits) and are given appropriate teaching from this module to the value of <u>15 credits</u> . They will only be required to submit experiential training-related work for assessment. |
| 7CTA1054 - Experiential training 3 (30 credits) | Students work alongside students enrolled in 7CTA1109 - Developing Art Therapy 3 (15 credits) and 7CTA1113 - Developing Art Therapy 2 (30 credits) |

| | |
|---|--|
| | and are given appropriate teaching from these modules to the combined value of <u>30 credits</u> . They will only be required to submit experiential training-related work for assessment. |
| 7CTA1048 - Art Therapy Practice 1 (60 credits) | Students work alongside students in 7CTA1112 - Introduction to Art Therapy (60 credits) and are given appropriate teaching and assessment from this module that relates to placement/professional practice. |
| 7CTA1047 - Art Therapy Practice 2 (60 credits) | Students work alongside students enrolled in 7CTA1110 - Consolidating Art Therapy (60 credits) and are given appropriate teaching and assessment from this module that relates to placement/professional practice. |
| 7CTA1046 - Art Therapy Practice A (30 credits) | Students work alongside students in 7CTA1116 – Introduction to Art Therapy PT (45 credits) and are given appropriate teaching and assessment from this module that relates to placement/professional practice, to the value of <u>30 credits</u> . |
| 7CTA1045 - Art Therapy Practice B (<u>30 credits</u>) | Students work alongside students in 7CTA1116 – Introduction to Art Therapy PT (45 credits) and 7CTA1108 - Art Therapy (Introduction and Consolidating) PT (30 credits) and are given appropriate teaching and assessment from these modules that relates to placement/professional practice, to the combined value of <u>30 credits</u> . |
| 7CTA1044 - Art Therapy Practice C (<u>60 credits</u>) | Students work alongside students enrolled in 7CTA1111 Consolidating Art Therapy PT (45 credits) and 7CTA1108 - Art Therapy (Introduction and Consolidating) PT (30 credits) and are given appropriate teaching and assessment from these modules that relates to placement/professional practice, to the combined value of <u>60 credits</u> . |