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:

<table>
<thead>
<tr>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have any queries regarding the changes please email AQO@herts.ac.uk
Programme Specification University Certificate: Arts Therapies and Wellbeing Foundation

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

<table>
<thead>
<tr>
<th>Awarding Institution/Body</th>
<th>University of Hertfordshire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>University of Hertfordshire</td>
</tr>
<tr>
<td>University/partner campuses</td>
<td>College Lane</td>
</tr>
<tr>
<td>Programme accredited by</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Final Qualification</td>
<td>University Certificate</td>
</tr>
<tr>
<td>All Final Award titles</td>
<td>Arts Therapies and Wellbeing Foundation</td>
</tr>
<tr>
<td>(Qualification and Subject)</td>
<td></td>
</tr>
<tr>
<td>FHEQ level of award</td>
<td>4</td>
</tr>
<tr>
<td>UCAS code(s)</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Language of Delivery</td>
<td>English</td>
</tr>
</tbody>
</table>

A. Programme Rationale

The Arts Therapies and Wellbeing Foundation Programme concentrates on providing students with general and introductory studies in the Arts Therapies and ‘Art and Wellbeing’. Whilst some students on the programme may want to explore whether they wish to pursue a career in this field and continue to train as Arts Therapists, many others will use the learning gained on the programme to deepen their self-understanding and to inform their established work practices.

Fundamental to the programme is the understanding of the role of arts-making in Arts Therapies and Wellbeing practice. The overall aims and anticipated objectives reflect this emphasis on students’ active engagement in arts making processes. The delivery of the programme within our thriving School is crucial to this philosophy.

The programme is committed to offer studies which include theoretical and experiential components. In particular the programme addresses issues of involvement in arts making and its role in Arts Therapies and Wellbeing, both from the Arts Therapists’ and clients’ points of view. The programme clarifies why and how it matters for the Arts Therapist and those working in Art and Wellbeing to have a developed identity as an artist. There is an emphasis on arts methodologies, which contribute both to the creative growth and professional development of the student.

This modular programme is situated in the School of Creative Arts which has provided qualifying modules in the Arts Therapies since the early 1970s. During this period, the School has maintained its aims to create a learning environment that values the artistic and creative growth of the student while providing her or him with an identity as an Arts Therapist.

The School has contributed significantly to research in the Arts Therapies and to the development of arts practices which have the potential to contribute to individual and social change. Artists are increasingly engaging with art practice within the health and wellbeing contexts and the Foundation Certificate would like to tap into resources both within the School and regionally to bring the proposed curriculum alive. The programme as a whole will concentrate on providing students with general and introductory studies in the Arts Therapies as well as encompassing ideas and practices in relation to Art and Wellbeing.
Many health care and related professionals as well as artists interested in the therapeutic uses of the Arts participate in our short course programme of which the Foundation Programme has been a crucial part. The reasons for participating vary. Some students want to be introduced to the practice of Arts Therapies and Art and Wellbeing, particularly its clinical possibilities; others come to explore whether or not to train as an Arts Therapist. A third category of people hope to expand their self-understanding by means of experiential studies in the arts. It is acknowledged that the programme is likely to attract students of a wide range of abilities and experience.

This modular programme will be delivered at undergraduate level 4. Whilst related to our MA Art Therapy Programme which provides qualifying training for Arts Therapists, this programme stands alone and does not provide automatic entry to the MA programme.

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:
• Introduce the student to a range of arts therapies and art and wellbeing processes at a basic level.
• Enable the student to evolve a flexible approach to visual communication, creative expression and problem-solving.
• Facilitate the students to develop introductory level knowledge and understanding of relevant theories.
• Give students the opportunity to engage experientially then reflect upon, work in different arts therapies disciplines (art, music, drama, dance) and art and wellbeing.
• Encourage students to articulate basic understanding of arts therapies and art and wellbeing practices and reflect on their clinical, educational and social potential.
• Help students clarify whether they want to pursue a career in the arts therapies.
• Help students clarify and identify potential employment in the area of art and wellbeing.

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. The programme outcomes are referenced to the QAA benchmark statements for Art and Design; Health Care Professions – Art Therapy and 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.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 - A practice-based understanding of the links between the visual arts, arts therapies and art and wellbeing, at an introductory level.</td>
<td>Acquisition of knowledge and understanding is through: A1, A2 and A3 are acquired through an intensive experience of a variety of arts therapies and art and wellbeing activities. These may include working with themes, drawing games and group painting. In addition, the</td>
<td>Knowledge and understanding are assessed through:</td>
</tr>
<tr>
<td>A2 - Understand their personal response to art processes, specifically to</td>
<td></td>
<td>• a written essay; (A3, A4, A5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a written and illustrated summary of study folder; (A1, A2, A4)</td>
</tr>
</tbody>
</table>
A range of arts therapies and art and wellbeing practices and styles at an introductory level – within the workshop context.

A3 - How and when different approaches might be appropriate in the clinical, health, educational and social setting.

A4 - The role of arts therapies and art and wellbeing in health, social and educational services at an introductory level.

A5 - Similarities and differences between the different arts therapies and art and wellbeing practices.

A6 - How it is possible to express and explore emotion through art, be spontaneous, take risks and tolerate uncertainty.

A7 - Reflect upon the potential of arts therapies and art and wellbeing to facilitate non-verbal communication.

- a written self-appraisal of the experience of the working group.

All material presented for assessment is taken as a whole and a single mark is given. The set of criteria used for this assessment informs the process; the individual criterion is not weighted. There are no written examinations.

Intellectual skills

<table>
<thead>
<tr>
<th>Intellectual skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 - Demonstrate the capacity to reflect on the psychological and emotional effects of such varied approaches at an introductory level.</td>
<td>Intellectual skills are developed through: Conceptual skill B1 is developed through an intensive experience of arts therapies and art and wellbeing activities which will include group work. A written assignment allows the further development of this learning outcome.</td>
<td>Intellectual skills (conceptual development) are assessed through: a written and illustrated summary of study folder; (B1) a written self-appraisal of the working group; (B1) evidence of engagement through essay. (B2)</td>
</tr>
<tr>
<td>B2 - Engage in debate concerning the theory and practice of the arts therapies and art and wellbeing at an introductory level.</td>
<td>B2 is developed through seminars and workshops. Students will also study recommended texts and complete a written assignment to increase their ability to engage in the debate.</td>
<td>All material presented for assessment is taken as a whole and a single mark is given. The set of criteria used for this assessment informs the process; the</td>
</tr>
</tbody>
</table>
Throughout, the learner is encouraged to develop intellectual skills further by independent study.

### Practical skills

<table>
<thead>
<tr>
<th>C1 - Engage and reflect upon group process and their significance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical skills are developed through:</td>
</tr>
<tr>
<td>Insight into group processes is developed through arts therapies and wellbeing group sessions. The group is facilitated by a qualified and experienced arts therapist. (C1)</td>
</tr>
</tbody>
</table>

Practical skills (C1) are assessed through the submission of:
- a written self-appraisal of the working group;
- ability to engage and reflect on group processes.

All material presented for assessment is taken as a whole and a single mark is given. The set of criteria used for this assessment informs the process; the individual criterion is not weighted. There are no written examinations.

### Transferable skills

<table>
<thead>
<tr>
<th>D1 - Presentation of coursework using conventional academic protocols.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable skills are developed through writing and presenting coursework. (D1)</td>
</tr>
<tr>
<td>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</td>
</tr>
</tbody>
</table>

Transferable skills (D1) are assessed through the submission of:
- An essay, written and presented using conventional academic protocols.
- A written and illustrated summary of study folder.

All material presented for assessment is taken as a whole and a single mark is given. The set of criteria used for this assessment informs the process; the individual criterion is not weighted. There are no written examinations.
The assessment of each module is based on the fulfilment of the module aims, as evidenced by the student’s ability to demonstrate the learning outcomes as expressed on the Definitive Module Documents (DMDs).

**Summative Assessments**

Summative assessment directly contributes to module grade. In the main, this happens at the end of the modules.

Assessment methods are designed to reflect the learning undertaken within the course and the requirements outlined within the learning outcomes. Specific requirements are described in the DMDs.

Within each module, specified elements of coursework are presented and marked.

Assessments on the programme provide students with the opportunity to demonstrate the appropriate learning outcomes to a standard suitable for the award of a pass grade in the module assessed and ultimately, to demonstrate their eligibility for the final award.

Students with a documented study needs agreement (SNA) are able to negotiate arrangements for the submission of work for assessment.

Full participation in all aspects of the programme is required.

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

The programme is offered in part time mode only and leads to the award of a University Certificate: Arts Therapies and Wellbeing Foundation. Intake is normally in Semester A (September).

**Professional and Statutory Regulatory Bodies**

No accreditation.

**Work-Based Learning, including Sandwich Programmes**

Not applicable.

**Erasmus Exchange programme**

Not applicable.

**Programme Structure**

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours 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.

The programme consists of three 15 credit modules. All modules are mandatory for all students registered on the programme. Guided individual studies make up a significant part of the overall programme of learning in all modules. Successful completion of the mandatory three modules leads to the award of the University Certificate: Arts Therapies and Wellbeing Foundation.

**Table 1a Outline Programme Structure**

<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry point</td>
<td>Semester A</td>
</tr>
<tr>
<td>Level</td>
<td>4</td>
</tr>
</tbody>
</table>
### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Arts Therapies and Wellbeing Theories</td>
<td>4CTA1183</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Arts Therapies and Wellbeing Workshops</td>
<td>4CTA1182</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td>Arts Therapies and Wellbeing Working Group</td>
<td>4CTA1184</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
</tbody>
</table>

The award of University Certificate requires 45 credits.

### Award classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14, Section D.

### Table 1b Final and interim awards available

The programme provides the following final and interim awards:

<table>
<thead>
<tr>
<th>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Certificate</td>
<td>University Certificate: Arts Therapies and Wellbeing Foundation</td>
<td>45 credit points at level 4</td>
<td>4</td>
<td>All programme learning outcomes are covered in the single award offered (see Table 2)</td>
</tr>
</tbody>
</table>

### Programme-specific assessment regulations

The programme complies with the University’s academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been approved by the University:

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

- The award of University Certificate requires 45 credits.

- Students are expected to commit to all elements of their programme of study, be punctual in their attendance and meet deadlines. Persistent, unexplained absence or late arrival / departure from lectures, seminars and practicals is not acceptable. Students may be required to attend some specific timetabled sessions for their programme. Some modules have additional specific attendance requirements in place which will normally be highlighted within the relevant DMD (Definitive Module Document) or other assessment documentation (module guide or assignment brief). Lack of attendance may inhibit the student’s ability to meet the learning outcomes of such modules leading to reduced or fail grades through poor performance.

- Final Compensatory Credit is not permitted for any award within this Programme Specification.

The programme operates a University-wide policy for treatment of serious adverse circumstances and students receive details in the Student Handbook.
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 Subject Group Leader with an overview of the programme.
- A Programme Leader who is responsible for the day to day management and who can advise students on the programme as a whole.
- A designated Administrator to deal with day to day administration associated with the programme.
- A programme committee, 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
There is a raft of arrangements to support students. Academic support tends to be provided by the programme tutor who also has a remit to advise on matters of general academic progress and can refer students to other qualified support agencies inside the University. The induction experience introduces students to the programme of study, the School and the University and the early stages of the programme include an address to study skills which are supported by the LRC staff. The School has produced a Skills Handbook which has recently gone on-line and has piloted a self-evaluation of skills on entry to the programme.

Student diversity of learning is supported in part by the School Disabilities Co-ordinator and mechanisms such as Dyslexia Support Group which is open to all students.

Academic tutors may refer students to central University services which include Counselling, Equal Opportunities, Financial Advice, English Language Support, Childcare Services and the Chaplaincy.

The School Office provides advice and support to students on a range of matters.

Student support and guidance on this programme has been generally perceived as working well with academic and pastoral functions combined in the role of module and year tutor. Recent additional training on equal opportunities legislation has raised staff awareness in how to handle these areas and the University has produced additional guidance on the mental health and well-being of students.

Students are supported by:
- Programme Leader.
- Student Representative.
- A designated programme administrator.
- Induction Session.
- Attractive modern study environments in two Learning Resources Centres.
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc.
- Office of Dean of Students, incorporating Chaplaincy, Counselling and Nursery.
- 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.
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:
- students should have some training (preferably at least three years’ work experience) in a relevant arts, health care, social work, education or arts education profession;
- students should demonstrate engagement with arts-making in one of the relevant disciplines.

Discretion may be exercised in order to admit exceptional students whose age or qualifications do not conform to the standard minimum entry requirements.

International students can join this programme provided they have the relevant UKVI visa to enrol on this programme of study.

Admissions process

All candidates are required to name one referee. The referee will be expected to comment on the capacity in which the candidate is known to them and the reasons why the candidate would be suitable for the programme. It is recognised that the subject and nature of the programme place potentially significant demands on applicants and that the programme team need assurance of the applicant’s capacity and willingness to address such matters. Normally the referee will also be expected to comment on the applicant’s programme related experiences.

The admissions tutor reserves the right to ask for additional references if necessary. Applicants will not normally be interviewed.
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
**University Certificate: Arts Therapies and Wellbeing Foundation**

**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.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
</tr>
<tr>
<td>Introduction to Arts Therapies and Wellbeing Theories</td>
<td>4CTA1183</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Arts Therapies and Wellbeing Workshops</td>
<td>4CTA1182</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Arts Therapies and Wellbeing Working Group</td>
<td>4CTA1184</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:** Learning Outcome which is assessed as part of the module ✗
KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding of

A1. A practice-based understanding of the links between the visual arts, arts therapies and wellbeing, at an introductory level.

A2. Understand their personal response to art processes, specifically to a range of arts therapies and wellbeing practices and styles at an introductory level – within the workshop context.

A3. How and when different approaches might be appropriate in the clinical, health, educational and social setting.

A4. The role of arts therapies and wellbeing in health, social and educational services at an introductory level.

A5. Similarities and differences between the different arts therapies and wellbeing practices.

A6. How it is possible to express and explore emotion through art, be spontaneous, take risks and tolerate uncertainty.

A7. Reflect upon the potential of arts therapies and wellbeing to facilitate non-verbal communication.

Intellectual Skills

B1. Demonstrate the capacity to reflect on the psychological and emotional effects of such varied approaches at an introductory level.

B2. Engage in debate concerning the theory and practice of the arts therapies and wellbeing at an introductory level.

Practical Skills

C1. Engage and reflect upon group process and their significance.

Transferable Skills

D1. Presentation of coursework using conventional academic protocols.
Section 2

Programme management

Relevant QAA subject benchmarking statements
Type of programme
Date of validation/last periodic review
Date of production/ last revision of PS
Relevant to level/cohort
Administrative School

Art and Design; Health Care Professions - Art Therapy
University Certificate
October 14
March 2019 / March 2018
Level 4 entering September 2019
School of Creative Arts

Table 3 Course structure

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course description</th>
<th>JACS / HECOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTATWF</td>
<td>University Certificate Arts Therapies and Wellbeing Foundation</td>
<td>B990 / 101320</td>
</tr>
</tbody>
</table>