

Title of Programme: MA Art Therapy

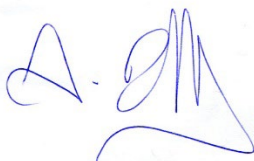
Programme Code: CTARTMA

Programme Specification

This programme specification is relevant to students entering:
01 September 2023

Associate Dean of School (Academic Quality Assurance):
Tony Rosella

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 |
|------|---------|-----------|
| | | |
| | | |
| | | |

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 they take 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 |
| Programme accredited by | Health and Care Professions Council |
| Final Award (Qualification) | MA |
| All Final Award titles | MA Art Therapy |
| (Qualification and Subject) | |
| FHEQ level of award | 7 |

A. Programme Rationale

The Art Therapy training at the University of Hertfordshire is internationally recognised and has been at the forefront of the profession for fifty years. Many of the UK's most influential art therapists have studied or taught here. We are proud to be the only UK art therapy training still based in a School of Creative Arts.

The MA Art Therapy is approved by the Health and Care Professions Council (HCPC). The programme is offered in Full Time (2 years) and Part Time (4 years) modes and leads to the award of MA Art Therapy and eligibility to apply for registration with the HCPC. Graduates of the programme are qualified to practice in all settings and with all ages and client groups.

The principal aim of the programme is to equip students to practice art therapy where visual art and the process of artmaking plays a central role in the therapeutic relationship. Students develop into empathic, confident and creative graduates equipped 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.

The programme consists of eight specialist Art Therapy modules aligned with HCPC Standards of Proficiency so students can be confident that all teaching and learning is focussed on the acquisition of the essential professional skills required to build and maintain safe, helpful relationships with Service Users.

Practice-based learning is key to students' success and we work in close partnership with a wide variety of placement providers. Students are on placement alongside campus-based teaching throughout their training. The experience gained through placements also strengthens their prospects for employment.

We require all students to be in personal therapy for two years, full-timers throughout their training and part-timers for the first and second years of study. Personal therapy takes place outside of the course timetable, but personal therapists must be registered with the HCPC, UKCP or BACP.

The programme is vocational and designed to recruit motivated, creative and psychologically minded students from a wide range of cultural, ethnic and social backgrounds. Applicants to the programme generally have a good first degree, relevant work experience and a strong portfolio demonstrating their on-going relationship with artmaking. Applicants without a degree but with substantial work experience in mental health or special educational settings are also considered under the Special Entry criteria.

Art making is central to the model of practice we teach. All our staff are highly motivated art therapy educators who have a wealth of contemporary practice experience. We are a friendly, approachable team, we care about our students' success and the Service Users they will work with after graduation.

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 recognise and uphold the ethical responsibilities and obligations to maintain HCPC Fitness to Practice requirements
- Develop students' capacity to adapt their practice to a wide range of contexts and needs
- Develop students' capacity to be reflective, empathic and confident practitioners
- Help students develop their knowledge about the function of art making in art therapy with close reference to contemporary art practice
- Teach students good clinical reasoning skills and how to tailor interventions to help service users with complex needs
- Equip students with the professional skills required to function effectively and authoritatively as an art therapist within a diverse range of services and settings
- Ensure students become research-aware practitioners who have the skills to evaluate and audit their practice and who see service users as co-producers of knowledge about art therapy
- Develop students' understanding of power and trust within art therapy through exploration of intersectionality and privilege in their own lives
- Develop students' entrepreneurial skills in generating employment, or creating new social enterprise opportunities within community, business, health or educational settings

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 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 (2021) have been used as a guiding framework for curriculum design.

| Knowledge and Understanding | Teaching/learning methods & strategies | Assessment |
|--|---|---|
| <p>A1. Demonstrate knowledge and understanding of safe and effective practice within their scope of practice</p> <p>A2. Demonstrate knowledge and understanding of practice within the legal and ethical boundaries of art therapy</p> <p>A3. Demonstrate knowledge and understanding of the impact of culture, equality and diversity on practice</p> | <p>Acquisition of knowledge and understanding is through group engagement, working with art making and reflecting on it with the team and peers. In addition to lectures, seminars and workshops, students will be set homework and signposted to academic reading to support their development as active learners.</p> <p>All learning strategies integrate theory and practice and assist students to develop a research ethos.</p> | <p>Knowledge and understanding are assessed through a variety of approaches. These include written assignments, vivas and audio-visual presentations, as well as Fitness to Practice assessment on placement.</p> |

| | | |
|---|---|--|
| A4. Demonstrate knowledge and understanding of the key concepts of the knowledge base of art therapy | <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt 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 synthesizing of experience, practice, theory and research.</p> | |
| Intellectual skills | Teaching/learning methods & strategies | Assessment |
| <p>B1. Be able to practice as an autonomous professional, exercising their own professional judgement</p> <p>B2. Be able to reflect on and review practice</p> <p>B3. Be able to assure the quality of their practice</p> <p>B4. Be able to draw on appropriate knowledge and skills to inform art therapy practice</p> | <p>Intellectual skills are developed through placement supervision and reflective practice groups on campus, as well as lectures, workshops, seminars, independent reading, research methods, placement and Continuous Professional Development activities.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by 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> | Intellectual skills are assessed through a variety of approaches. These include written assignments, vivas and audio-visual presentations, as well as Fitness to Practice assessment on placement. |
| Practical skills | Teaching/learning methods & strategies | Assessment |
| <p>C1. Be able to practice in a non-discriminatory manner</p> <p>C2. Be able to work appropriately with others</p> <p>C3. Be able to establish and maintain a safe practice environment</p> | <p>Practical skills are developed throughout the training through independent research and study, role play, visual art practice, engaging with the research environment, peer participation, tutorials, experiential group work, writing and presentations.</p> | Practical skills are assessed through a variety of approaches. These include written assignments, vivas and audio-visual presentations, as well as Fitness to Practice assessment on placement. |

| <p>C4. Be able to use the practice and process of visual art-making appropriate for the context of the relationship between service user and art therapist</p> | <p>Practice-based learning on placement provides real-life opportunities to learn and develop the practical skills that are an essential part of professional life.</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.</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>Students are required to be in personal therapy for two years during training, full-timers throughout the MA and part-timers for the first and second years of study. This supports their learning, provides a model of good practice and develops therapeutic skills through experience.</p> | |
|---|--|---|
| Transferable skills | Teaching/learning methods & strategies | Assessment |
| <p>D1. Be able to be able to maintain fitness to practice</p> <p>D2. Be able to understand the importance of and be able to maintain confidentiality</p> <p>D3. Be able to communicate effectively</p> <p>D4. Be able to maintain records appropriately</p> | <p>Transferable skills are developed through independent research and study, visual art practice, research, writing, tutorials, clinical presentations and experiential group work in diverse contexts.</p> <p>Practice-based learning on placement provides real-life opportunities to learn and develop the transferable skills that are an essential part of professional life.</p> <p>All group learning supports students to develop their Fitness to Practice through active use of key transferable skills.</p> | <p>Transferable skills are assessed through a variety of approaches. These include written assignments, vivas and audio-visual presentations, as well as Fitness to Practice assessment on placement.</p> |

Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

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

The programme is offered in full-time (over 2 years) and part-time (over 4 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

The MA Art Therapy is approved by the Health and Care Professions Council (HCPC) and completion of the programme leads to eligibility to apply for registration with the HCPC.

The programme is offered in Full Time (over 2 years) and Part Time (over 4 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

The MA Art Therapy is approved by the Health and Care Professions Council (HCPC) and completion of the programme leads to eligibility to apply for registration with the HCPC.

Work-Based Learning, including Sandwich Programmes

Practice-based learning is central to the MA Art Therapy programme at the University of Hertfordshire. The focus of placement learning on the MA Art Therapy is as much about working within the setting as with Service Users. Placements take place in a full range of settings and in both statutory and voluntary sectors: acute and community mental health services across the lifespan, mainstream schools and special education providers, residential services, etc.

Four of the programme's eight modules are focussed on practice-based learning: Core Art Therapy Skills, Intersectionality in Art Therapy, Clinical Reasoning in Art Therapy, and Professional Skills in Art Therapy. Full details of these can be found in the respective Definitive Module Documents. A comprehensive Placement Handbook provides students and supervisors with the framework for practice-based learning.

All our Learning Outcomes are all aligned with HCPC Standards of Proficiency so students can be confident that placements are focussed on the acquisition of the core art therapy skills required to build and maintain safe, helpful relationships with Service Users and function effectively in teams and organisations. The programme places a particular emphasis on intersectionality, co-production and adapting practice to context, all of which are experienced first-hand whilst on placement.

The student's placement is where their fitness to practice is nurtured, developed and assessed. Students are on placement throughout their training. Full-time students are on campus for two days each week and on placement alongside this for two days each week throughout the academic year. Part-time students are similarly on campus for one day and on placement for another day each week throughout the academic year.

Students must attend 96 days of placement learning over the duration of the MA Art Therapy in order to pass the programme. This equates to an average of 24 days for each placement module. While some students may attend placement at a steady rate throughout the programme, some may find that their placement arrangements lead to more placement activity occurring in some years than others. DMDs state the minimum number of days on placement that students must attend in order to pass a module. Students' attendance at placement should be documented on the appropriate form which must be signed by the Placement Supervisor as evidence towards the student's Fitness to Practice. When students attend fewer than 24 placement days in a module, they should make up those days by doing more placement activity the following year in order to achieve the total of 96 days required to pass the programme.

All placements must be approved by the MA Art Therapy Placement Tutor to ensure that managers and/or supervisors in the provider organisation understand their legal, ethical and educational responsibilities. Placement supervisors are either art therapists or other qualified, experienced professionals from related regulated professions.

Students receive additional support on campus for their placements through Reflective Practice Groups (RPGs), where the essential components of safe, ethical practice and professional and regulatory body requirements are reinforced.

All students undertaking clinical placements are required to have an enhanced DBS (Disclosure and Barring Service) clearance prior to commencing clinical education. To protect the public, the programme providers are required to take account of the existence and nature of any criminal convictions or cautions (including verbal cautions and written warnings) spent or unspent. If the results of the student's check have not been received by the university, there are concerns relating to the check, or offences have occurred subsequent to the initial check, the student will not be able to commence placement until clearance has been given. This will result in the placement being deferred and in certain cases, may delay the student's graduation. Depending on the seriousness of the offence, the student may not be able to continue the programme of study.

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

Entry point Semester A

Year 1

| Compulsory Modules Module Title | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|------------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Core Art Therapy Skills | 7CTA2000 | 30 | 0 | 100 | 0 | AB |
| Key Concepts in Art Therapy | 7CTA2001 | 30 | 0 | 100 | 0 | AB |
| Intersectionality in Art Therapy | 7CTA2002 | 30 | 0 | 100 | 0 | AB |
| Visual Culture and Art Therapy | 7CTA2003 | 30 | 0 | 100 | 0 | AB |

Year 2

| | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|------------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Compulsory Modules | | | | | | |
| Module Title | | | | | | |
| Clinical Reasoning in Art Therapy | 7CTA2004 | 30 | 0 | 100 | 0 | AB |
| Specialised Art Therapy | 7CTA2005 | 30 | 0 | 100 | 0 | AB |
| Professional Skills in Art Therapy | 7CTA2006 | 30 | 0 | 100 | 0 | AB |
| Research-aware Art Therapy | 7CTA2007 | 30 | 0 | 100 | 0 | AB |

Mode of study Part-time

Entry point Semester A

Year 1

| | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|-----------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Compulsory Modules | | | | | | |
| Module Title | | | | | | |
| Core Art Therapy Skills | 7CTA2000 | 30 | 0 | 100 | 0 | AB |
| Key Concepts in Art Therapy | 7CTA2001 | 30 | 0 | 100 | 0 | AB |

Year 2

| | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|----------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Compulsory Modules | | | | | | |
| Module Title | | | | | | |
| Intersectionality in Art Therapy | 7CTA2002 | 30 | 0 | 100 | 0 | AB |
| Visual Culture and Art Therapy | 7CTA2003 | 30 | 0 | 100 | 0 | AB |

Year 3

| | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|-----------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Compulsory Modules | | | | | | |
| Module Title | | | | | | |
| Clinical Reasoning in Art Therapy | 7CTA2004 | 30 | 0 | 100 | 0 | AB |
| Specialised Art Therapy | 7CTA2005 | 30 | 0 | 100 | 0 | AB |

Year4

Compulsory Modules**Module Title**

| | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|------------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Professional Skills in Art Therapy | 7CTA2006 | 30 | 0 | 100 | 0 | AB |
| Research-aware Art Therapy | 7CTA2007 | 30 | 0 | 100 | 0 | AB |

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

Full-time study route: Year 1

| Semester A | Semester B |
|---|------------|
| Core Art Therapy Skills (30 credits) 7CTA2000 | |
| Key Concepts in Art Therapy (30 credits) 7CTA2001 | |
| Intersectionality in Art Therapy (30 credits) 7CTA2002 | |
| Visual Culture and Art Therapy (30 credits) 7CTA2003 | |

Full-time study route: Year 2

| Semester A | Semester B |
|---|------------|
| Clinical Reasoning in Art Therapy (30 credits) 7CTA2004 | |
| Specialised Art Therapy (30 credits) 7CTA2005 | |
| Professional Skills in Art Therapy (30 credits) 7CTA2006 | |
| Research-aware Art Therapy (30 credits) 7CTA2007 | |

Part-time study route: Year 1

| Semester A | Semester B |
|--|------------|
| Core Art Therapy Skills (30 credits) 7CTA2000 | |
| Key Concepts in Art Therapy (30 credits) 7CTA2001 | |

Part-time study route: Year 2

| Semester A | Semester B |
|---|------------|
| Intersectionality in Art Therapy (30 credits) 7CTA2002 | |
| Visual Culture and Art Therapy (30 credits) 7CTA2003 | |

Part-time study route: Year 3

| Semester A | Semester B |
|--|------------|
| Clinical Reasoning in Art Therapy (30 credits) 7CTA2004 | |
| Specialised Art Therapy (30 credits) 7CTA2005 | |

Part-time study route: Year 4

| Semester A | Semester B |
|---|------------|
| Professional Skills in Art Therapy (30 credits) 7CTA2006 | |
| Research-aware Art Therapy (30 credits) 7CTA2007 | |

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 | MA Art Therapy | 240 passed at level 7 | 4 Semesters (Full-time) 8 Semesters (Part-time) | All programme learning outcomes (see Table 2) |

| Interim Award | Award Title | Minimum requirements | Available at end of Level | Programme Learning Outcomes developed (see above) |
|--------------------------|---------------------|---|---------------------------|---|
| Postgraduate Diploma | (<i>untitled</i>) | 120 credit points, including at least 60 at level 7 | 2, 4 Semesters | A1, A3, A4, B2, B3, B4, C1, C2, C3, C4, D1, D2, D3, D4 |
| Postgraduate Certificate | (<i>untitled</i>) | 60 credit points, including at least 30 at level 7 | 1-2 Semesters | For <i>untitled</i> awards: 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](#) 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.

There is no compensation for failed modules.

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

The programme assessment includes assessment 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.

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 learning outcomes for each module in order to progress.
- 100% attendance requirement for placements (student must continue the placement until they complete 100% of the required placement hours). 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 Programme operates the University policy for treatment of Exceptional Circumstances and students receive details in the Student Handbook.
- It is an expectation that all trainees are student members of the British Association of Art Therapists for the duration of their study on the programme.
- All students undertaking clinical placements are required to have an enhanced DBS (Disclosure and Barring Service) clearance prior to commencing clinical education. To protect the public, the programme providers are required to take account of the existence and nature of any criminal convictions or cautions (including verbal cautions and written warnings) spent or unspent. If the results of the student's check have not been received by the university, there are concerns relating to the check, or offences have occurred subsequent to the initial check, the student will not be able to commence placement until clearance has been given. This will result in the placement being deferred and in certain cases, may delay the student's graduation. Depending on the seriousness of the offence, the student may not be able to continue the programme of study.

- Students must attend 96 days of placement learning over the duration of the MA Art Therapy in order to pass the programme.
- Students must attend a minimum of 18 days on placement within each placement module (7CTA2000, 7CTA2002, 7CTA2004 & 7CTA2006).
- Evidence of students' attendance at placement should be documented on the appropriate form which must be signed by the Placement Supervisor as evidence towards the student's Fitness to Practice. It is the student's responsibility to maintain a record of days attended and supervision sessions attended as well as any reasons for absence.
- Successful completion of the Fitness to Practice component of all four placement modules is essential for progression and receipt of award.
- If concerns about a student's fitness to practice are raised on placement, 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 module or in the activation of the procedures outlined within the University's Academic Regulations relating to Fitness to Practice.
- If a module with a placement component has been failed, in repeating the module, the student should complete all the placement days specified in the DMD.
- Students may be withdrawn from the programme if they fail to fulfil the requirements for university study and clinical practice, including undertaking barring and enhanced disclosure checks, attending occupational health screening when referred and completing a statutory declaration (as appropriate).
- Students should note that academic misconduct, non-academic misconduct and criminal offences will normally also constitute a failure to comply with the HCPC Guidance on Conduct and Ethics for Students. Such allegations will be subject to formal investigation and where appropriate, subject to the procedures outlined within the University's Academic Regulations relating to Fitness to Practice.
- Full-time students are expected to be in personal therapy throughout the two years of their studies. Part time students are expected to be in personal therapy for the first two years of their studies. Failure to provide evidence of attendance may be taken into account by the Board of Examiners.
- The External Examiner appointed to the programme must be appropriately experienced and qualified and be from the relevant part of the HCPC Register, in accordance with the HCPC Standards of Education & Training (SETs) 6.7.
- All Learning Outcomes are closely aligned to HCPC Standards of Proficiency and may require updating if the HCPC makes changes to their Standards.

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.
- Module Leaders who are responsible for individual modules.
- 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.
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme

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
- 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
- A versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on Canvas 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
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Office of the Dean of Students, incorporating Chaplaincy, Counselling and Nursery
- An Accommodation Office
- Medical Centre
- University Disability Advisors
- An Equal Opportunities Officer
- Careers and Employment
- Hertfordshire Student's Union
- The Creative Arts Toolkit <http://catoolkit.herts.ac.uk>
- Dedicated programme site

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;

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/>.

G. Entry requirements

The normal entry requirements for the programme are:

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

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: Hutton Hub Student Administration Service. Email: hhaq@herts.ac.uk

If you wish to receive a copy of the latest 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 1 and the following page) | | | | | | | | | | | | | | | |
|------------------------------------|-------------|---|----|----|----|---------------------|----|----|----|------------------|----|----|----|---------------------|----|----|----|
| | | Knowledge & Understanding | | | | Intellectual Skills | | | | Practical Skills | | | | Transferable Skills | | | |
| Module Title | Module Code | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Core Art Therapy Skills | 7CTA2000 | X | X | | | | X | | | X | X | X | X | | X | | X |
| Key Concepts in Art Therapy | 7CTA2001 | | | X | X | | | | X | | | | X | X | | X | |
| Intersectionality in Art Therapy | 7CTA2002 | X | | X | X | | X | | X | X | X | | X | | | X | |
| Visual Culture and Art Therapy | 7CTA2003 | | | X | X | | X | | X | | | X | X | X | | | |
| Clinical Reasoning in Art Therapy | 7CTA2004 | X | | | X | X | X | X | | X | | | X | | | | X |
| Specialised Art Therapy | 7CTA2005 | X | | X | X | X | | | X | X | | | X | X | | | |
| Professional Skills in Art Therapy | 7CTA2006 | | X | | | X | | | X | | X | | X | | X | X | X |
| Research-aware Art Therapy | 7CTA2007 | X | | X | X | | X | X | X | | X | | X | X | | | |

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. Demonstrate knowledge and understanding of safe and effective practice within their scope of practice
- A2. Demonstrate knowledge and understanding of practice within the legal and ethical boundaries of art therapy
- A3. Demonstrate knowledge and understanding of the impact of culture, equality and diversity on practice
- A4. Demonstrate knowledge and understanding of the key concepts of the knowledge base of art therapy

Intellectual Skills

- B1. Be able to practice as an autonomous professional, exercising their own professional judgement
- B2. Be able to reflect on and review practice
- B3. Be able to assure the quality of their practice
- B4. Be able to draw on appropriate knowledge and skills to inform art therapy practice

Practical Skills

- C1. Be able to practice in a non-discriminatory manner
- C2. Be able to work appropriately with others
- C3. Be able to establish and maintain a safe practice environment
- C4. Be able to use the practice and process of visual art-making appropriate for the context of the relationship between service user and art therapist

Transferable Skills

- D1. Be able to be able to maintain fitness to practice
- D2. Be able to understand the importance of and be able to maintain confidentiality
- D3. Be able to communicate effectively
- D4. Be able to maintain records appropriately

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

Language of Delivery

QAA Framework for Higher Education Qualifications (2014)

Taught Postgraduate

November 17

March 2023

Level 7 entering September 2023

School of Creative Arts

English

Table 4 Course structure

| Course details | | | |
|----------------|--------------------|--------|------|
| Course Code | Course Description | HECOS | UCAS |
| CTARTMA | MA Art Therapy | 101320 | N/A |