

# QUALITY PRINCIPLES

## **CASE STUDY**

UNIVERSITY OF SOUTH WALES

## **PROJECT**

PROFESSIONAL PRACTICE FOR STUDENTS

Heloise Godfrey-Talbot, Lecturer at University of South Wales, discusses how the Quality Principles are introduced to students on the BA(Hons) Creative and Therapeutic Arts degree.

## **ABOUT THE PROJECT**

In their second year of study, students undertake 8 -10 weeks of placement experience throughout the year. They plan and evaluate a project made of separate creative arts sessions for wellbeing in various settings e.g., women's refuges, SEN schools. During 2020/21, the majority of these sessions were online (asynchronous or synchronous).

## **HOW DID YOU USE THE QUALITY PRINCIPLES?**

As part of the teaching for the module we refer back to the Quality Principles that have been introduced in Year 1. Year 2 varies from the first year as the students work more independently to plan their own projects, so we particularly look at resources around evaluation and collaborative planning.

## WHO WAS INVOLVED?

The lecturers and students look at the Quality Principles together. We use the videos in the lectures and then discuss them as a group. We also explore them critically to compare the principles with other resources. Students carry out activities linked to the Quality Principles, for example creating their own posters exploring the principles and considering how these relate specifically to their practice. I also encourage students to use the reflection tool to help evaluate sessions and consider what sort of practitioner they are.

We also used the Principles in thinking about a new element of the Placement experience this year – ‘Legacy Activities’. Students created and gifted 4 x Activity Sheets with accompanying videos so that participants could continue exploring their creativity after the Placement finished. These were designed having spoken with all Stakeholders about what they would value so were very Participant Centred.

## WHAT DID YOU LEARN?

I have worked with the Principles as an integral part of the teaching for several years. What was interesting to note this year was how the Covid situation impacted placement and the students’ ability to apply these best practice guidelines.

For example, students would normally spend two Observation days on Placement getting a feel for the setting, meeting participants and observing before running their own Creative Sessions. This enabled them to ‘Collaboratively Plan’ with participants in advance of starting.

This was largely not possible due to needing to be online. Therefore, we realized that students needed to deliver more general 'get to know you' sessions at the start in order to capture some of their interests and hopes.

Added to this, constantly changing situations made it much more likely that participants would drop out or be unavailable throughout the Placement. As a student group we discussed what collaboratively planned looks like on a moment-by-moment basis. We discussed that it was extra important to Celebrate Progress (People, Focus on Participant Progression) as it happens and at the end of the session in a landscape where you might not see that Participant again.

## TOP TIPS

The principles are great prompts for establishing best practice and sparking conversations with Stakeholders.

## MORE INFORMATION

[www.southwales.ac.uk](http://www.southwales.ac.uk)

Celfyddydau Creadigol a Therapiwtig  
Creative and Therapeutic Arts

**University of  
South Wales  
Prifysgol  
De Cymru**



**ArtWorks  
Cymru**

