

Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and title:	MSc/PgDip Creative Arts and Mental Health
Name of interim award(s):	Pg Dip / Pg Cert
Duration of study / period of registration:	1 Year Full Time or 2 Years Part Time
Queen Mary programme code(s):	A3C9 (PGD FT), A3C8 (PGD PT) & A3B9 (MSc FT), A3C7 (MSc PT)
QAA Benchmark Group:	QAA Benchmark Group: Level 7
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	Wolfson Institute of Population Health

Schools / Institutes which will also be involved in teaching part of the programme:

School of English & Drama

Collaborative institution(s) / organisation(s) involved in delivering the programme:

N/A

Programme outline

The MSc in Creative Arts and Mental Health is one of the the successful and innovative programmes offered by the Centre for Psychiatry (Wolfson Institute for Preventive Medicine) and is taught in partnership with the Department of Drama (School of English and Drama), as part of their MA programme in Theatre and Performance.

This programme will involve the regular participation and contribution of numerous community partners (including local, national, and international arts organisations), leading mental health professionals and applied theatre scholars and practitioners, representative of both of the MSc's core fields. Combining the critical understanding of mental health practice and research methods with the study of the history, theory, and practice of performance with and about mental illness, the MSc will include modules both separately and jointly taught across its two core fields, in order to ensure students receive rigorous training in best practices in each field, as well as a wide range of opportunities to think, work, read, write and make performance that reaches across both fields.

Aims of the programme

The MSc in Creative Arts and Mental Health offers an interdisciplinary approach to knowledge and research, with a particular emphasis on performance in the creative arts. It covers the history, theory, and practice of performance in relations to all aspects

of mental health promotion and the prevention and treatment of mental illness. Directed at a combination of education professionals, artists, scholars and mental health practitioners, it offers students the opportunity to learn in detail, from both arts and science perspectives, about how art and performance can be used to think critically about and engage the public with concepts and experiences of mental health and the mental health system. The course will necessarily reflect a critical analysis of the scientific method(s) of mental health research and practice and explore the use of arts-based research, evaluation and dissemination methods.

The primary aims of this course are to develop students' ability to think critically about the relationship between the arts and mental health and mental health care practices in a national and international contexts. Specific aims are to develop and enhance:

- the ways in which mental health professionals, arts practitioners and others interested in mental health and wellbeing work together in both clinical and non-clinical environments;
- the ways in which mental health experiences are represented in the arts and in popular culture, and how arts-based practice may help to expand and nuance both clinical and popular understandings of patient and clinician experiences in the mental health system;
- perceptions and assumptions about ways in which arts-based practices may support recovery;
- critical assessment of the strengths and weaknesses of current practice in arts/mental health collaborations, with an eye to developing best practices for collaboration among arts workers, clinicians, mental health researchers, and - crucially - people with lived experience of mental health issues.

What will you be expected to achieve?

The course is not clinical, therefore the students will not leave with a clinical accreditation in mental health practice. Rather, the course is practice, research and reflection-based and is designed to encourage each student, whether coming from an arts or a sciences background, to critically consider the strengths and the limitations of his or her existing knowledge-base. While other courses in arts and mental health hierarchies the disciplines and treat the arts as a "therapy" tool, this course seeks to interrogate the assumptions underlying such disciplinary hierarchies in order to develop genuine best practices for better, more effective collaborations among arts practitioners, health care practitioners and patients, in order to serve the interests of all who work within mental health and social care systems.

Academic Content:	
A 1	To synthesise and critically evaluate evidence in both disciplinary areas of study
A 2	To develop a vocabulary for critically assessing the representation of mental illness and wellbeing in the arts and in popular culture
A 3	To learn the basics of research methodologies in both mental health (clinical science) and performing arts (arts and humanities) research
A 4	To view and also to make performance for research purposes, using that performance work as part of evidence-based research practice

Disciplinary Skills - able to:	
B 1	Interpret and critically evaluate evidence-based research in both areas of study
B 2	Demonstrate effective interpretation and critical appraisal of quantitative and qualitative data in both areas of study
B 3	Synthesise and apply concepts and theory to novel, but real world, situations
B 4	Work collaboratively with one another, with the teaching team and, where appropriate, with community partners

B 5	Develop strong reading, writing and speaking skills in order to disseminate their research in essays and presentations, with an eye to potential research publication at the end of the course.
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Attributes:	
C 1	To teach students core research skills in both the mental health and performing arts fields, facilitating their ability to work with and between both disciplines in their future research and clinical practice
C 2	To help students to evaluate existing practices in arts-and-mental-health work in the UK, with an eye to developing better/best practices
C 3	To assist students in their individual professional development, whether via intensive independent research, work with community partners, or the development of skills and competencies in a field complementary to the one in which they already work/have qualifications.

How will you learn?

Teaching and learning will take place through a mix of specialist lectures delivered by academics, clinicians and artists, seminars, group work, practice-based workshops and field visits. As part of your chosen elective you may undertake a work placement within an organisation that operates in a field related to creative arts and mental health. Alternatively, you can develop your own arts practice through a dedicated module.

Pre-sessional preparatory tasks are set regularly for all modules. They include readings, watching performances or engaging with other media resources, developing practice (for practice-based modules). In order to maximize learning, you will be expected to come to sessions prepared. Students are encouraged to develop their own area(s) of specialist interest, which requires additional self-directed study time. One to one advisory sessions are offered on demand.

The dissertation is supported through individual supervision sessions in term 3. Research skills are taught in dedicated seminars throughout the programme.

How will you be assessed?

Depending on the optional modules you choose, your work will be assessed through:

- essays
- presentations
- project plans
- performance projects
- portfolios of documentation
- your 10,000-15,000-word final dissertation

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

MSc students are required to complete 180 credits.

PG Diploma student are required to complete 120 credits (students do not take the 60 credit dissertation)

Students will take 60 credits in semesters 1 and 2, and begin their 60 credit dissertation in semester 3, this is completed over the summer.

All modules are compulsory with the exception of one 30 credit elective; students will be able to select a second semester drama elective from a list of available Drama modules. (The following list is indicative and not all options will be available every year.)

Programme Title: Creative Arts and Mental Health

All semester 1 modules will be examined in the January examination period, whilst all semester 2 modules will be examined in the May/June examination period. The dissertation module is not assessed by an examination.

Part time MSc students must take 90 credits in year 1 and 90 credits in year 2. In order to achieve this, they will: take a 30 credit module (Critical Mental Health Science) in year 1 semester 1, and two 30 credit modules (Critical Encounters in Arts and Mental Health and a module of choice selected from the electives offered by the Department of Drama) in year 1 semester 2-3. The teaching for these 2 modules will be in semester 2 but the assessment for Critical Encounters in Arts and Mental Health will have a deadline moved to semester 3 so that part-time students will have the workload more equally distributed across semester 2 and 3. In year 2, part-time MSc students will take the last 30 credit module (Performing Mental Health) in semester 1 and then engage with their 60 credits dissertation module to be completed by the end of semester 3 (year 2).

Part time PGDip students will take a 30 credit module in each of semester 1 and 2 of year 1 and year 2. The standard diet will be so designed:

- Critical Mental Health Science - year 1 semester 1
- Critical Encounters in Arts and Mental Health - year 1 semester 2
- Performing Mental Health - year 2 semester 1
- A module of choice selected from the electives offered by the Department of Drama - year 2 semester 2.

Given that students enrolling in our Programme come from different backgrounds (arts and/or mental health), we may allow part-time PGDip students to personalize their diet by changing the order of modules from the standard diet as specified above, but this will need to be agreed by the Programme co-directors.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Critical Mental Health Sciences	WOFM940	30	7	Compulsory	1	Semester 1
Performing Mental Health	DRA7010	30	7	Compulsory	1	Semester 1
Critical Encounters in Arts and Mental Health	WOFM947	30	7	Compulsory	1	Semester 2
one from: Independent Practical Project; Independent Written Project; Theatre for Young People: Pedagogy in Practice; Performance, Activism, Social Justice; Text, Self, Performance.	DRA7002 DRA7005 DRA7204 DRA7013 DRA7014	30	7	Elective	1	Semester 2
Dissertation	WOFM980	60	7	Core	1	Semester 3

Academic Year of Study PT - Year 1

Programme Title: Creative Arts and Mental Health

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Critical Mental Health Sciences	WOFM940	30	7	Compulsory	1	Semester 1
Critical Encounters in Arts and Mental Health	WOFM947	30	7	Compulsory	1	Semester 2
one from: Independent Practical Project; Independent Written Project; Theatre for Young People: Pedagogy in Practice; Performance, Activism, Social Justice; Text, Self, Performance.	DRA7002 DRA7005 DRA7204 DRA7013 DRA7014	30	7	Elective	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Performing Mental Health	DRA7010	30	7	Compulsory	2	Semester 1
Dissertation	WOFM980	60	7	Core	2	Semesters 2 & 3

What are the entry requirements?

While applicants for the MSc Creative Arts and Mental Health course should have an undergraduate degree in a related subject, with a typical entry requirement of 2.1., applicants with lower degree who have the aptitude and experience to meet the demands of such a course will be considered on a one-to-one basis.

Applicants will be expected to demonstrate strong academic thinking, reading and writing skills via a personal statement and references. We wish to include people from diverse cultural and professional backgrounds and career pathways, especially people working in art organizations and the volunteer sector. Individual meetings can be arranged to discuss specific circumstances. Some applicants will be interviewed to discuss entry onto the course.

International students are required to meet standard 7.0 on the International English Language Testing System (IELTS). For further information, please refer to English language requirements for admissions to Queen Mary University University of London: <http://www.qmul.ac.uk/international/englishlanguagerequirements/>
Students applying from countries which require a tier 4 visa should also take care to meet UK Border Agency (UKBA) minimum component scores, as well as overall Queen Mary requirements.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of

Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Students' views are incorporated in the committee's work in a number of ways, such as through student membership or consideration of student surveys.

What academic support is available?

All lecture and learning materials, including presentation handouts and other lecture contents and supporting academic papers will be made available to students. Students will be assigned a personal tutor who will be available to discuss academic or other issues that a student may wish to discuss.

As per university requirements, QMplus will be used to deliver materials for all modules on the course, and all staff teaching on the course will have access to all QMplus module areas for the course, in order to ensure effective collaboration.

Programme-specific rules and facts

None.

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

The programme content and the knowledge and skills promoted through this innovative multi-discipline course are crucial to delivering high-quality training in creative arts and mental health. The Module on Cultural Industries is designed to support students in a work placement with an industry partner; students on the MSc will be offered help with choosing and organizing their placement, and mentoring during the placement, appropriate to their areas of interest.

Community/industry partners may include (but are not limited to):

- Theatre Troupe
- Love to Learn
- Live Art Development Agency
- Southbank Centre
- Barbican Centre
- Dragon Cafe'
- Wellcome Trust

Programme Specification Approval

Person completing Programme Specification:

Maria Grazia Turri and Bridget Escolme

Person responsible for management of programme:

Maria Grazia Turri and Bridget Escolme

**Date Programme Specification produced / amended by
School / Institute Education Committee:**

4 Jan 2023

**Date Programme Specification approved by Taught
Programmes Board:**