



Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and title:	MRes Social Science Enquiry in Creative Arts and Mental Health
Name of interim award(s):	PGDip, PGCert
Duration of study / period of registration:	1 Year Full Time
Queen Mary programme code(s):	PMRF-QMWOLF1 -PSCAH (A3X7)
QAA Benchmark Group:	Medicine
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 Politics and International Relations

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

N/A

Programme outline

The MRes Social Science Enquiry in Creative Arts and Mental Health programme comprises three semesters (two teaching semesters and a semester dedicated to the dissertation). In the semesters 1 and 2, the students will be expected to take two modules delivered by the Wolfson Institute (Critical Mental Health Science and Critical Encounters in Arts and Mental Health) and two modules delivered by the School of Politics. Each of these modules is worth 30 credits. In the third semester a dissertation module worth 60 credits will be offered. The programme satisfies the research training requirements of the ESRC 1+element of the 1+3 components. This programme enables the Institute to continue to attract high quality students eligible for ESRC funding. It provides core training for those students seeking to pursue postgraduate study and ultimately an academic career in the social sciences.

The Programme will comprise five modules:

Semester 1 Module A1 - Critical Mental Health Science - is a compulsory module providing an introduction to key concepts and critical debates in contemporary mental health theory and practice, such as assessment, diagnosis and classification, psychosocial determinants of mental health, critical psychiatry, innovative psychosocial treatments.

Semester 2 Module B1 - Critical Encounters in Arts and Mental Health - is a compulsory specialist module focusing on case

studies of critical and productive encounters between the arts and mental health, ranging from arts projects applied to mental health, wellbeing and social justice; arts-based interventions aimed at co-production; creative enquiry (the use of the arts for professional development of mental health professionals); artistic practice which employs representations of mental health to address stigma, advocacy, protest and education of the public.

Semester 1 Module A2 - Introduction to Social Science 1: Epistemology, Research Design, and Qualitative Methods

Semester 2 Module B2 - Introduction to Social Science 2: Quantitative Methods and Data

These two modules will comprise additional generic social science training co-ordinated by the Doctoral College.

Semester 3 Module C - Dissertation module, including empirical projects that can serve as pilot projects or methodological explorative enquiry towards the future PhD research project.

Aims of the programme

The aim of the programme is to provide advanced training in wider social science research approaches and methodologies, combined with specialist study in critical mental health and the intersections of the arts and mental health for those wishing to proceed to a PhD. The specific strength of this MRes is that students will develop a knowledge base from interdisciplinary fields which will focus on the application of the arts to mental health in applied and participatory arts, education of mental health professionals and of the public, research and advocacy.

The programme provides advanced knowledge of the field of mental health from a critical mental health perspective that focuses on psychosocial approaches and innovation, as well as development of critical thinking about the intersections between the arts and mental health and arts-related practices in clinical and non-clinical contexts. Students will have access to advanced training to carry out research on the arts and mental health, including core research training in social science epistemologies, research design and qualitative methods, and quantitative methods and data.

This programme focuses on developing students' ability to think critically about the relationship between the arts and mental health and mental health care practices in a national and international context. 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, informing the development and evaluation of arts-based interventions in both preventive and therapeutic settings.

Students are encouraged to complement their curricular studies with relevant placements within arts organizations: the programme has established collaborations with a number of organizations and placements have been used by students to develop and carry out dissertation projects.

Students will be encouraged to undertake an empirical project for their dissertation and these may include, but not be limited to, a qualitative evaluation of an arts-in-mental-health intervention in collaboration with an arts organisation or an evaluation of a pilot intervention which the student has co-developed.

Students will discover their own learning needs and objectives. Specific research training is delivered through the modules Introduction to Social Science 1 and 2 (delivered by the School of Politics and International Relations). There are also one-day dedicated research methods workshops in term 1 and term 2, which are designed to support students on the programme to develop their specific dissertation projects. One-to-one supervision is provided in term 3 to all students, to support them in conducting their dissertation. Students who need to start designing the dissertation project at an early stage, including ethics approval and data collection, are supported by one-to-one supervision starting as early as term 1 when needed.

What will you be expected to achieve?

Students will be expected to analyze and reflect critically on the intersections between the arts and mental health, evaluating and integrating evidence from different academic disciplines, including social science, psychology, psychiatry, arts and

humanities, philosophy. They will also draw on practice-based skills and knowledge. Students will learn the methodological skills necessary to conduct research and apply them to their own research project.

Academic Content:

A 1	To develop a critical understanding of core dimensions of mental health from a critical perspective with specific focus on: assessment, diagnosis and classification, psychosocial determinants of mental health, innovative psychosocial treatments.
A 2	To develop a critical understanding of productive intersections between the arts and mental health, in both clinical and non-clinical contexts, with a specific focus on areas related to the student chosen interests.
A 3	To learn about research methodologies and design, including qualitative and quantitative methods.
A 4	To do the above in a multi-professional environment where learning takes place through participation and discussion of the complex issues in seminars, taught lectures and extracurricular opportunities for practice-based skills.

Disciplinary Skills - able to:

B 1	Critically synthesize and evaluate evidence in critical mental health science and practice.
B 2	Critically synthesize, evaluate and integrate evidence derived from different academic disciplines, including social science, psychology, psychiatry, arts and humanities, philosophy, and depending on student chosen interests.
B 3	Demonstrate effective interpretation and critical appraisal of quantitative and qualitative data; apply research methodologies to the design, data collection and data analysis in their own empirical research project.
B 4	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.
B 5	Work collaboratively with one another, with the teaching team and, where appropriate, with community partners.

Attributes:

C 1	To develop an area (or more) of specialist expertise in the arts and mental health.
C 2	To develop research skills in quantitative and/or qualitative methodologies and apply them to the critical appraisal of existing research and/ or to an empirical research project.
C 3	To demonstrate self-direction and independent learning, to make decisions in complex situations and to communicate research findings within a professional environment and to the public.

How will you learn?

Teaching and learning will take place through a mix of specialist lectures delivered by Queen Mary academics, as well as external lecturers (clinicians and artists), seminars, group work, practice-based workshops and field visits. You will be encouraged to engage with extracurricular practice-based activities such as creative enquiry and work placement within an organisation that operates in a field related to creative arts and mental health. Students are also invited to contribute content through peer-learning activities.

Students are encouraged to develop their own area(s) of specialist interest and one to one advisory sessions are offered on demand.

The dissertation is supported through individual supervision sessions in term 3.

Research methodologies and skills are taught in dedicated modules in term 1 and 2.

How will you be assessed?

Assessment is designed to test the individual module learning outcomes and may include, but not be limited to: critical essays, research proposal and a 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.

The MRes will comprise two 30 credit modules relating to critical mental health science and intersections between the arts and mental health, two further 30-credit modules involving core social science methods training, and a 60 credit dissertation module.

Completion of all Modules (180 credits) is necessary for the award of an MRes.

Students study 60 credits in each semester and the required social science modules are taken sequentially. Specifically, students will attend 2 modules in term 1 (one delivered by Wolfson and one delivered by the School of Politics), 2 modules in term 2 (one delivered by Wolfson and one delivered by the School of Politics), and will complete the dissertation in term 3.

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
Introduction to Social Science 1: Epistemology, Research Design	POLM082	30	7	Compulsory	1	Semester 1
Critical Encounters in Arts and Mental Health	WOFM947	30	7	Compulsory	1	Semester 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Social Science 2: Quantitative Methods and Data	POLM083	30	7	Compulsory	1	Semester 2
Dissertation	WOFM980	60	7	Core	1	Semester 3

What are the entry requirements?

While applicants for the MRes Social Science Enquiry in Creative Arts and Mental Health should have an undergraduate degree in a related subject, with a typical entry requirement of 2.1. They must also have been accepted into the KCL/Imperial/QMUL ESRC Doctoral Training Partnership.

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, including people coming from an arts background who wish and have the ability to conduct research in social science. 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 of London: <http://www.qmul.ac.uk/international/englishlanguage/requirements/>

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.

Students provide regular feedback (on a weekly basis) for Wolfson delivered modules. Moreover, students fill in a module evaluation form at the end of each module. The Programme Convenor is responsible for overseeing student feedback and making sure that this informs the quality assurance of the programme delivery. Moreover, students are encouraged to raise any concerns or issues with the module organiser and/or with the programme convenor at any time during their studies.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Directors of Education on all matters relating to the delivery of taught programmes at institute 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.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning, which is owned by those responsible for programme delivery. The main document of reference for this process is the Taught Programmes Action Plan (TPAP), or annual review programme, which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the PTES and module evaluations.

What academic support is available?

Students attend an induction day at the start of the programme, during induction week. This provides students with information about academic regulations, available services (including Disability and Dyslexia Service, IT support, Library access and facilities) and programme specific information.

Every effort is made to enhance accessibility to learning materials and inclusivity (see section here below). All lecture and learning materials, including preparation material, asynchronous material including video-recordings with subtitles, presentation handouts, and additional resources are made available through QMplus.

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.

Students are assigned an academic advisor who will be available to discuss academic or other issues that a student may wish to discuss, as well as signpost students to relevant services. In semester 2, students are assigned a dissertation supervisor who best matches the dissertation topic chosen.

Programme-specific rules and facts

None

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

The programme prides itself for a track record of inclusivity. Past students with disabilities and neurodiversity including diagnosis of mental disorders, autism, chronic medical conditions, have attended the MSc Creative Arts and Mental Health and thrived on it. The programme will foster inclusivity through a range of measures, including: tutor's attention to individual students' needs, a variety of methods for teaching delivery which maximizes opportunities for success (seminar, group tutorial, discussion forums, formative assessments, peer-learning, as well as some frontal teaching delivered asynchronously), use of e-learning platform for enhancing students' access to learning material in their own time and in ways that best suit them (this includes audiovisual recording of lectures with subtitles).

Each module has a general list of resources, in addition to the resources provided for each teaching session. Resources are linked to the library's electronic copy whenever possible. Resources also comprise audio-visual material, to diversify modes of learning and improve accessibility. Readings are continually reviewed to ensure that fully accessible versions are made available to all students. Pre-readings and preparatory material, including video-recordings of asynchronous lectures with subtitles, are released to students 2 weeks before the lecture. Q-review is used to record all onsite lectures and recordings are released to students within 3-4 days on average.

The MSc Creative Arts and Mental Health has also attracted students from many diverse ethnic backgrounds (UK and international), as well as other diversities including gender, age, economic background. The Critical Mental Health Sciences module centres on the links between mental health, social oppression, stigma and discrimination, taught in lectures such as 'Institutional Racism in Psychiatry', 'The Power Threat Meaning Framework', 'Open Dialogue', and 'Survivor Perspective'. Through seminar work, all voices, both outside and inside the class, are made to feel welcome and on a par. Attention to inclusivity is also paid in curricular design and in how it is represented by invited external lecturers for all Wolfson modules.

When appropriate, students will be signposted to Queen Mary services dedicated to supporting students with disabilities and neurodiversity.

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 has established links with mental health and arts organisations which provide extracurricular placements for our students as well as opportunities for empirical research projects.

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

- East London NHS Foundation Trust
- Oxford Health NHS Foundation Trust
- Theatre Troupe
- Green Shoes Arts
- Children's Integrated Commissioning, London Borough of Tower Hamlets
- The Space Theatre
- Hampstead Theatre
- Dragon Cafe'
- May Contain Nuts Theatre Company
- Live Art Development Agency
- Moving Pieces

Programme Specification Approval

Person completing Programme Specification:

Maria Grazia Turri

Person responsible for management of programme:

Maria Grazia Turri

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

15/01/2025 (for 2025/26)

Date Programme Specification approved by Taught Programmes Board:

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