



Queen Margaret University

EDINBURGH

# Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

<b>1</b>	<b>Awarding Institution</b>	Queen Margaret University
<b>2</b>	<b>Teaching Institution</b>	Queen Margaret University
<b>3</b>	<b>Professional body accreditation</b>	Health and Care Professions Council
<b>4</b>	<b>Final Award</b>	MSc in Art Psychotherapy
	<b>Subsidiary exit awards</b>	Postgraduate Diploma and Postgraduate Certificate
<b>5</b>	<b>Programme Title</b>	MSc in Art Psychotherapy (International)
<b>6</b>	<b>UCAS code</b> (or other coding system if relevant)	
<b>7</b>	<b>SCQF Level</b>	11
<b>8</b>	<b>Mode of delivery and duration</b>	Full Time and Part Time
<b>9</b>	<b>Date of validation/review</b>	12/13 <sup>th</sup> May 2015

## 10. Educational Aims of the programme

To enable students to develop into confident, socially and politically aware, reflexive, evidence based, person centred, autonomous and skilled practitioners that have the knowledge, values, clinical and research skills, which will facilitate the transferability of this knowledge to diverse contexts and settings at a UK, EU and International level

To provide a learning experience, which will maximise potential through learning, encourage the values of lifelong learning and operate a system of transparency and continuous improvement as part of an International community of learners.

These overarching learning aims encompass the following:

- Build the knowledge, skills, attitudes and behaviours to develop professional competencies that lead to eligibility to apply for registration with the Health and Care Professions Council (HCPC)
- Develop a critical understanding and synthesis of the: philosophy, key theories, relevant knowledge, skills and practice of Art Psychotherapy and the influence of context in shaping practice.
- Advance their ability to critically research, appraise and articulate the importance of Art Psychotherapy in promoting the: health and well-being, recovery, rehabilitation, social engagement and participation of individuals, groups and communities.
- Build the knowledge, skills and values required to confidently implement and evaluate practice in diverse and changeable practice placement contexts.
- Develop knowledge, skills and values that enable them to work effectively, autonomously, collaboratively and in partnership with individuals, groups, communities and other professionals.
- Foster skills of autonomous learning, professional reasoning, evidence based practice, reflexive practice, leadership and entrepreneurship, in preparation for continuing professional development and a commitment to lifelong learning
- Promote knowledge, skills and values which facilitate cultural competence, inclusive and anti-oppressive practice and social justice
- Build upon critical research skills to enable students to develop and apply the skills of research and enquiry to UK, EU and International practice and produce original work, which contributes to a subject, field or profession.

## 11. Benchmark statements/professional and statutory body requirements covered by the programme

International Art Therapy Organisation (2009)  
The British Association of Art Therapists-Career Information  
The British Association of Art Therapists Code of Ethics and Principles of Professional Practice (2014)  
The British Association of Art Therapists England, Wales & Northern Ireland Workforce survey (2013)  
The British Association of Art Therapists Scotland Workforce survey (2013)  
The Health Care Professions Council (HCPC) Standards of Education and Training (SETS) Guidance (2012)  
The Health Care Professions Council (HCPC) Standards of Proficiency –(SOPS) Arts Therapists (2013)  
NHS Scotland AHPs as agents of change in health & social Care-National Delivery Plan for AHPs in Scotland, 2012-2015 (2012)  
NHS Education Scotland Career Framework for Health  
NHS Scotland the Charter of patient's rights and responsibilities (2012)  
Scottish Credit and Qualifications Framework (SCQF) Level Descriptors (revised 2012)  
NHS Scotland Framework for role development in the Allied Health Professions (2005)  
Scottish Government (2013): Everyone matters: 2020 workforce vision  
The Quality Assurance Agency (QAA) for Higher Education Benchmarking Statements- Arts Therapy (2004)  
The QAA Code of Practice; Section 9: Work-based and placement learning (2007)  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Code-of-practice-Section-9.aspx>  
The QAA Enhancement themes <http://www.enhancementthemes.ac.uk/>  
The QAA Code of Practice; Section 9: Work-based and placement learning (2007)  
The Francis Report (2013): Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry

## 12. Learning Outcomes of the Programme

In terms of knowledge and understanding, students will be able to:

- Critically evaluate philosophical and theoretical perspectives and empirical knowledge related to Art Psychotherapy.
- Demonstrate scholarship by critically debating theory driven Art Psychotherapy practice
- Integrate knowledge from the arts, philosophy, psychology, medicine, psychotherapy, and the social sciences.
- Critically reflect on the relationship between theory and practice
- Demonstrate critical awareness of health, socio-political policies, legislation and technology and their impact on human needs and the delivery of services
- Rationally debate and draw independent conclusions based on a critical approach to data and current evidence
- Critically reflect on research paradigms and make informed choices about research methodologies in relation to the production of a proposal and research project.

In terms of Intellectual skills, students will be able to:

- Debate how Art Psychotherapy can contribute to a person's sense of health and well being, promote recovery and quality of life
- Debate the impact of contextual factors such as poverty on the well being participation and fulfilment of individuals groups and communities
- Critically reflect and defend the therapeutic process of assessment, goal setting, intervention strategies and evaluation in relation to Art Psychotherapy.
- Critically discuss new concepts, theories and research in order to determine their relevance to Art Psychotherapy

- Articulate the analysis of evidence from literature and other sources to develop best practice
- Critically debate legal and ethical implications of professional actions in practice
- Demonstrate reflexivity in relation to learning and practice to facilitate continuing professional development and lifelong learning
- Demonstrate autonomous thinking with reference to the research process

In terms of Practical skills students will be able to:

- Demonstrate safe practice through achieving a pass level of competency in each separate Practice Placement experience throughout the programme
- Demonstrate personal conduct in a manner congruent with professional codes of conduct
- Demonstrate personal awareness and skills individually and in groups, which build professional competence in order to communicate with colleagues in a variety of contexts
- Communicate appropriately and effectively with service users, carers and families with a variety of needs from diverse social and cultural backgrounds
- Apply the basic principles of accountability, responsibility and quality assurance within Art Psychotherapy practice
- Work collaboratively with other professionals in different contexts to achieve a quality service for users
- Demonstrate skills in interviewing and building effective therapeutic relationships
- Demonstrate skills in selecting appropriate assessments, interventions and evaluations with diverse service users in a variety of service contexts
- Develop skills in person centered partnership working with clients, groups and communities

In terms of Transferable Skills, students will be able to:

- Engage in autonomous learning
- Demonstrate confidence in understanding, interpreting, presenting and utilising different forms of literature
- Apply knowledge in the management of time, financial, physical and human resources as it relates to practice
- Gather and analyse knowledge through application of relevant enquiry methods
- Demonstrate research skills in critiquing literature, analysis and presentation of literature
- Develop an understanding and skills in research ethics developing proposals and initiating research topics
- Confidently engage with technologies in the pursuit of effective Art Psychotherapy practice
- Demonstrate skills required to work effectively in teams
- Develop skills of reflection and reflexivity
- Be sensitive to social, cultural and economic variables as they impact upon the populations with whom they work and able to adapt their approach accordingly.

### **13. Teaching and learning methods and strategies**

Our learning and teaching strategies aim to employ effective methods of achieving programme and module aims while encouraging flexibility and innovation in meeting student requirements. Thus the student learning experience encompasses a variety of forms of learning/teaching selected to be appropriate to the particular subject and level of the programme. We appreciate that it is important to continue efforts to improve and develop, especially in times of change and an ever-increasing pressure on resources. We continue to use a wide range of learning and teaching formats developed as appropriate to particular modules and levels of the programmes which are commensurate with and facilitate the assessment of HCPC competencies.

The evidence of the effectiveness of PBL in education is now well established (Boud & Feletti 1998, Albanese & Mitchell 1993, Savin-Badin 2003, Weiss 2003, Barret 2005 & Hung 2006) and PBL will continue to be the underpinning ethos of this programme.

The objectives of PBL defined by Barrows (1986) in his original taxonomy are to:

- Structure knowledge in Practice Placement education contexts
- Develop effective professional (clinical) reasoning skills
- Develop effective self-directed learning skills
- Increase motivation for learning

Additionally, Boud & Felletti (1998) state that no universally agreed set of practices that ought to be incorporated into a PBL curriculum have been recommended, however the following represent desirable characteristics of PBL:

- Using case studies, vignettes, etc. to help students discuss an important problem, question or issue
- Present the issue or situation as a stimulation of professional practice or a “real life” situation
- Appropriately guide students’ critical thinking by providing resources to help them learn from defining and working on the given issue or problem
- Have students work collaboratively as a group, exploring information in and out of class with access to tutor (who may or may not be a subject specialist) who knows the issue or problem well and can facilitate the group’s learning process
- Encourage students to identify their own learning needs and appropriate use of available resources
- Reapply this new knowledge to the original issue or problem and evaluate the learning process through discussion (double loop learning)

This particular representation of problem based learning continues to be appealing in that it seems to allow for flexibility in the interactive learning and teaching methods which have much to offer a programme of this type.

The broad definition of problem based learning within this programme involves a blended approach to learning, which allows for a flexibility of delivery to suit different learning styles. Methods and approaches will incorporate: case based learning, project work, the development of a personal and professional portfolio, student centered, peer and inter-personal group learning, lectures, professional contacts, reflective diaries, self and peer assessment and e-learning. In relation to e learning, all students will be introduced to the HUB, which provides an important forum for group discussion and communication and is used in all modules (including practice education) to promote critical reflection and sharing throughout the learning experience.

#### **14. Assessment strategies**

Assessment is an important and integral part of the learning process and, as such, feedback for formative, as well as summative assessments, must be meaningful, based on clear expectations and relevant to future practice. In addition, students are expected to develop their own powers of self-assessment and to contribute to constructive commentary on their peers through the problem based learning process.

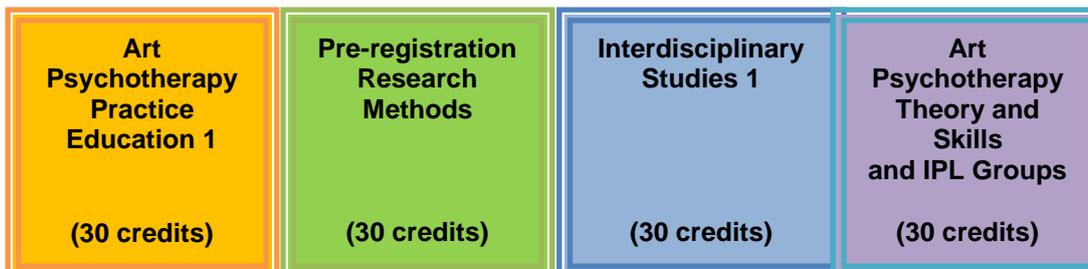
The internalising of knowledge and development of professional and practical skills are critical to future competence as a therapist. It is therefore incumbent on the programme deliverers to ensure that evidence is available of required competencies having been achieved. These arise from practice education as well as through the range of assessments. The academic assessments demonstrate increased depth of analytical thinking in concert with postgraduate level study.

**15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)**

**Full-Time Route: 2 years**

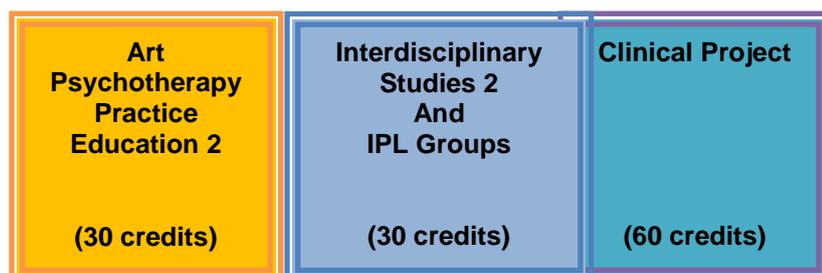
Attendance: Year 1- Tuesdays and Wednesdays, Year 2 – Thursdays plus 2 x days placement a week in years 1 & 2 or equivalent.

Year 1: Semesters 1 & 2



Total Credits Gained Year 1: 120 Credits (60 ECTS)

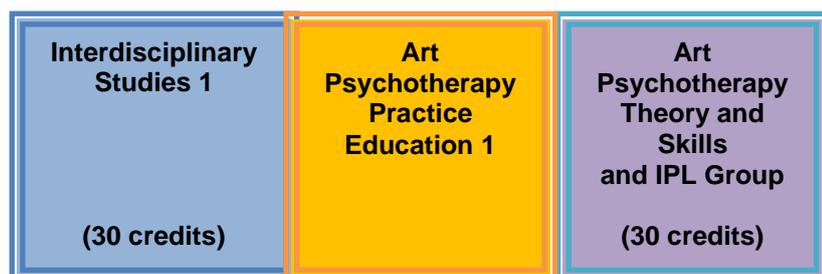
Year 2: Semesters 1 & 2



Total Credits Gained Year 2: 120 Credits (60 ECTS)

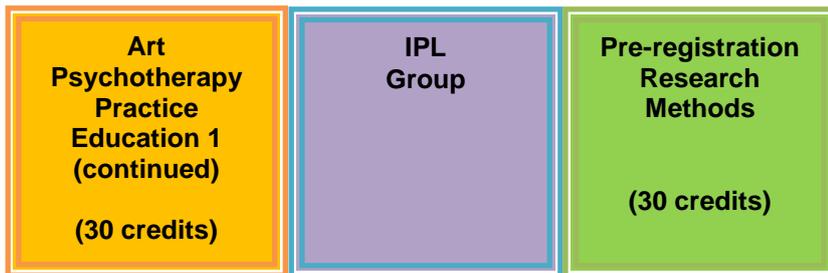
**Part –Time Route (3.5 -4 years) Commencing September 2016 and Running Every 2<sup>nd</sup> Year i.e. 2018 and 2020**

Year 1- Semester 1 & 2, Tuesdays 9-5pm and Wednesdays 9am-1pm Plus 37 Days Placement or Equivalent.



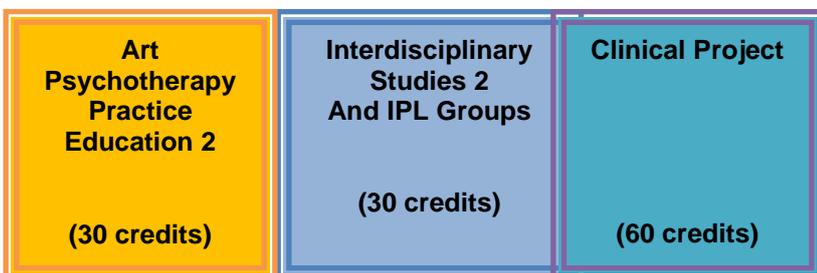
Total Credits Gained Year 1: 60 Credits (30 ECTS)

Year 2 –Semester 1 & 2, Tuesdays 9am-1pm, Pre-Registration Research Methods Available Online with Tutorial Support by Arrangement Plus 1 Day Placement or Equivalent.



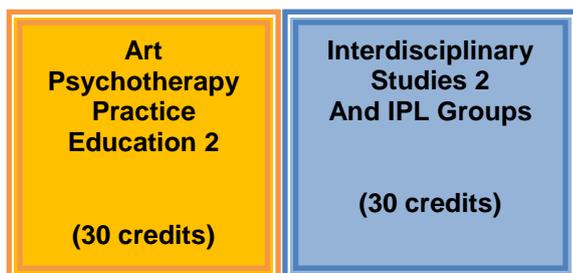
Total Credits Gained Year 2: 60 Credits (60 ECTS)

Year 3 – OPTION A - Attendance: Semester 1 & 2 – Thursday at QMU, 9am-5pm Plus 37 Days Placement or Equivalent.



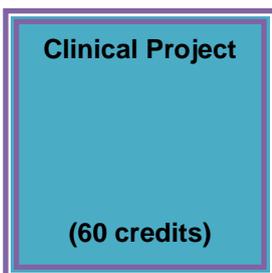
Total Credits Gained Year 3: 120 Credits (60 ECTS)

Year 3 – OPTION B - Attendance: Semester 1 & 2 -Thursdays Plus 37 days Placement or Equivalent.



Total Credits Gained Year 3: 60 Credits (30 ECTS)

Year 4- Semester 1 only – Attendance by Arrangement with Personal Academic Tutor



Total Credits Gained Year 4: 60 Credits (30 ECTS)

**Note:** A placement day is considered to be 7 hours. In some cases this may be split over two-three days depending on the requirements of the placement and only with the agreement of the Placement provider and Module Co-coordinator

In line with HCPC Standards for Education and Training, the programme has one exit point – MSc Art Psychotherapy (International) for eligibility to register as an Art Psychotherapist. While there are another two subsidiary exit points (the Postgraduate Diploma and the Postgraduate Certificate) these do **not** lead to professional registration with the HCPC. The exit routes are highlighted in Table below

Three exit points throughout the MSc Art Psychotherapy (International)

<b>Award</b>	<b>Level</b>	<b>Credit Points</b>
Postgraduate Certificate	M/11	60
Postgraduate Diploma	M/11	120
Master of Science in Art Psychotherapy	M/11	240

## 16. Criteria for admission

The standard policies and procedures of the University Admissions and Registration Regulations apply. These can be found at: <http://www.qmu.ac.uk/quality/gr/default.htm>

To be considered for admission to the MSc Art Psychotherapy programme, an applicant should normally:

- Hold an honours degree or equivalent professional qualification (not necessarily in art);
- Be able to demonstrate an understanding of art and their own art making including a range of skills in different media, and be prepared to explore and expand their artistic vocabulary through self directed study and studio practice.
- Personal characteristics of maturity, openness and the ability to reflect on self in relation to others;
- Relevant experience with people in the community, in education or in health settings;
- Effective writing and communication skills that demonstrate command of the English language (IELTS = 7)
- Sign a health declaration
- Have an enhanced Disclosure Scotland Certificate

## 17. Support for students and their learning

QMU provides the following student support:

- Personal Academic Tutors (each student is assigned a tutor at the start of the programme and all students meet with their PAT on at least one occasion each Semester)
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Effective Learning Service (ELS), Learning Resource Centre (LRC) and IT support  
Further information outlining all the support which the ELS offer is available on their web site: <http://www.qmu.ac.uk/ELS/default.htm>
- Access to Student Services: careers and employment, counselling, disability advice, financial advice and healthcare

- The Student Services web page can be found at [http://www.qmu.ac.uk/prospective\\_students/student\\_services](http://www.qmu.ac.uk/prospective_students/student_services)  
Students Union offers welfare, cultural and recreational needs  
More information about the Students' Union can be found at their website at <http://gmusu.org.uk/>
- Access to the Academic Disabled Student Coordinator (ADSC) on the programme
- Representation on the Student-Staff Consultative Committee
- Representation on the Programme Committee

## 18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>

The MSc Art Psychotherapy employs the following quality assurance mechanisms:

- Peer-based validation and review (using academic staff external to the programme);
- Annual programme monitoring;
- An External Examiner to monitor academic standards;
- Representation on the School of Health Sciences School Academic Board;
- Programme Committee to facilitate scrutiny and consistency of decision-making;
- Module evaluation (including evaluation of placements)
- Student Staff Consultative Committee where students give feedback and raise issues about the operation of the programme.