

## Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MRes Mental Health: Cultural Psychology and Psychiatry
Name of interim award(s):	
Duration of study / period of registration:	Full time / 1 Calendar Year
Queen Mary programme code(s):	PMRF-QMWOLF1 - PSCPP - A3XA
QAA Benchmark Group:	Medicine
FHEQ Level of Award:	Level 7
Programme accredited by:	NA
Date Programme Specification approved:	
Responsible School / Institute:	Wolfson Institute of Preventive Medicine

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:

KCL & Imperial (LISS DTP)

### Programme outline

The MRes Mental Health: Cultural Psychology and Psychiatry programme comprises three semesters. In the semesters 1 and 2, the students will be expected to take two modules delivered by the Wolfson Institute (Mental Health in Context and Practice and Cultural Context of Mental Disorders) 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.

This programme is a pre-doctoral training programme designed to provide a critical, research led approach to the cultural and global perspectives of Mental Health, together with training in the key research skills appropriate for Doctoral level study. Alongside modules offered by the Wolfson Institute, the programme includes core modules in research design, qualitative and quantitative methods taken jointly with social science students from a range of disciplines across QMUL, Kings College London and Imperial College as part of the training offered by the ESRC funded London Interdisciplinary Social Science Doctoral Training Partnership.

The MRES is an approved pathway for ESRC funding, enabling students to apply for ESRC 1+3 funding to cover both the MRes and a PhD, and successful MRes graduates to apply subsequently for ESRC +3 PhD funding. The MRes also caters more generally for those seeking to develop their ability to understand cultural and global perspectives to Mental Health and is an ideal

preparation for a career in mental healthcare, as well as for those pursuing advanced studies.

### 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 of mental health for those wishing to proceed to a PhD. The programme provides:

- . advanced knowledge of the field of mental healthcare with a specific focus on psychosocial approaches and interventions
- . development of an advanced understanding of the main psychotherapeutic approaches available and contemporary issues and debates in the psychological therapies field.
- advanced training to carry out research on cities and culture through the provision of core research training in social science epistemologies, research design and qualitative methods, and quantitative methods and data.

The MRes Mental Health: Cultural Psychology and Psychiatry will provide essential learning on cultural differences in the clinical manifestation of mental disorders, different prevalence rates of mental disorders across communities, and culture specific mental disorders. The students will also be familiarized in the evidence based therapeutic approaches that can be used in multicultural environment.

Students will discover their own learning needs and objectives. The specific strength of this MRes is that students will develop a knowledge base from interdisciplinary fields which will focus on the application of theory in their chosen pathway of study.

### What will you be expected to achieve?

Students will be expected to synthesise and critically evaluate the evidence base for cultural difference in mental disorders. Students will learn the methodological problems in conducting research and they will be encouraged to do this in a collaborative format. Demonstrating the strengths and value of working in a manner that is now considered necessary to achieve high quality outcomes for research.

#### Academic Content:

A 1	To develop a comprehensive understanding of core skills for mental health assessment and management.
A 2	To develop a critical awareness of the interface between mental health and other fields of practice according to students' chosen pathway of study.
A 3	To do the above in a multi-professional environment where learning takes place through participation and discussion of the complex issues in their rich complexity as well as taught lectures.

#### Disciplinary Skills - able to:

B 1	To critically evaluate evidence based research relevant to students pathway of study.
B 2	To interpret and critically appraise quantitative and qualitative data.
B 3	To synthesise and apply concepts and theory to novel, but real world, situations.

Attributes:	
C 1	To demonstrate self-direction and independent learning ability required to improve professional practice.
C 2	To develop a global perspective and recognise the importance of working with diverse groups.
C 3	To make decisions in complex situations and to communicate opinion within a professional environment and to the public.

### How will you learn?

Teaching and learning take place through interactive 1-hour lectures and 2-hours group work. Lectures present a theoretical framework of the topic and group discussions focus on practical applications of the theory presented in the lecture. In the early stages of the course these will be specific to the taught lectures using problem based learning role plays and discussion of topical issues. Later on, a broader range of problems will be incorporated, which may generate new areas of learning with students setting learning objectives that go far beyond the particular taught components. This will encourage a culture of interdisciplinary and collaborative learning. A number of approaches will be adopted for tuition about research methodologies.

Specific problems of research will be set as a research brief for students to address in groups. Group tutorials will address critical appraisal, qualitative and quantitative methods, academic practice, writing a paper, thesis writing and grant applications. In addition, students will be allocated particular topics/service models that they will research and present to each other to develop their library skills, presentation skills, independent learning skills and group discussion skills, peer review skills and community liaison skills, which are topics based on course materials.

### How will you be assessed?

Current assessment strategies include oral and written examinations, oral presentations and write-ups of a placement or supervised clinical work during attachments of the student's choice. Tutors will act as the first point of contact for students in difficulty (academic or pastoral).

Decisions about adequate progress, extending or changing the proposed the period of study, or extenuating circumstances to be held in mitigation against poor progress, will be made by the subject exam board. The students will also have a nominated elected representative, and will meet staff on a monthly basis to address difficulties that arise with course delivery.

Assessment for each Module is via a mixture of timed examinations, coursework, oral presentations and research projects or pilots.

### 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.

Students must undertake 180 credits for the award of an MRes.

There are 5 modules in total:

2 x 30 Credit Social Science Methods training modules

2 x 30 Credit Mental Health modules focusing on concepts and cultural differences surrounding Mental Health

1 X 60 Credit dissertation.

Students undertake 60 credits in semester one and are examined in the January Examination Period.

Students undertake 60 credits in semester two and are examined in the May/June Examination Period.

The dissertation is begun in Semester three and completed over the summer.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Mental Health: Theory and Practice	WOFM961	30	7	Compulsory	1	Semester 1
Introduction to Social Science 1: Epistemology, Research Design, and Qualitative Methods	POLM082	30	7	Compulsory	1	Semester 1
Cultural Context of Mental Health	WOFM960	30	7	Compulsory	1	Semester 2
Introduction to Social Science 2: Quantitative Methods and Data	POLM083	30	7	Compulsory	1	Semester 2
Cultural and Global Perspectives Dissertation	WOFM963	60	7	Core	1	Semester 3

### What are the entry requirements?

Applicants should have a basic degree in a related subject and/or a professional qualification. They must also have been accepted into the KCL/Imperial/QMUL ESRC Doctoral Training Partnership.

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/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.

Applicants must demonstrate aptitude to meet the demands of such a course. We wish to include people from diverse professional backgrounds and career pathways. We will be holding an open day to discuss the course with them and for them to see the site and meet personnel. Individual meetings can be arranged to discuss specific circumstances.

### 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 and its students. The committee consists of student representatives from each year 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 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. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

### What academic support is available?

For each module, students will attend 10 lectures and 10 compulsory tutorials. All lecture materials, including presentation handouts and other lecture content will be made available to students on the Virtual Learning Environment (VLE) prior to the lecture.

Students can meet with their research tutor to discuss their individual research dissertation on an appointment basis. Furthermore, students will be assigned a personal tutor, who will be available to discuss academic or other issues that a student may wish to discuss with their tutor.

### Programme-specific rules and facts

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

The programme makes full use of the Virtual Learning Environment to make all learning materials accessible.

In addition, 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

We have continued to maintain our links with the East London NHS Foundation Trust, who provide placements and lecturer input to the pathway. We also have received students from other NHS Trusts, including Central and Northwest London NHS Trust and West London Mental Health Trust. In addition we continue to develop our e-learning resources to facilitate a distance learning programme which enables us to offer courses to a wider range of mental health professionals, national and international. We are also networked with charities and social enterprises and Department of Health colleagues who offer placements and opportunities to contribute to improving practice, policy and new evidence. Securing placements includes preparing CVs, interviews, and providing written and oral feedback of progress in securing a placement (or supervised clinical practice).

---

## Programme Specification Approval

---

Person completing Programme Specification:

Dr Justyna Kucharska

Programme Title: Mental Health: Cultural Psychology and Psychiatry

**Person responsible for management of programme:**

Dr Mark Freestone

**Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:**

27/04/2022 (For Sept2022)

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

--