

Art Psychotherapy

This programme is no longer recruiting. This programme is only offered at: **Centre for Psychotherapy, Belfast Health and Social Care Trust.**

Final award	MSc
Intermediate awards available	<ul style="list-style-type: none">• PG Associate Certificate• PG Certificate Art Therapy Theory• PG Diploma Art Therapy Theory
UCAS code	N/A
Details of professional body accreditation	Health Professions Council approval Recognition by British Association of Art Therapists.
Relevant QAA Benchmark statements	Arts therapy
Date specification last up-dated	June 2014

Profile

The summary - programme advertising leaflet

Programme content

The MSc Art Psychotherapy aims to enable participants to undertake the effective clinical practice of Art Psychotherapy in which the process of art-making plays a central role within a psychotherapeutic relationship. The programme also aims to develop participants' knowledge, skills, professional responsibility and ethical approach sufficiently so that they meet the requirements for the academic award and the HPC Standards of Proficiency. Therefore, successful completion of the programme will provide eligibility to apply for HPC registration. HPC registration permits use of the legally protected titles: "Art Psychotherapist" or "Art Therapist" necessary to practise in the UK.

Particular emphasis is placed on the following themes:

- Art Psychotherapy studies, personal development and art-making processes;
- development of ethical and safe clinical practice and cultural competency;
- reflective practice, evaluation, clinical governance and research;
- the promotion of wellbeing and creativity.

MSc Art Psychotherapy at UEL

The MSc Art Psychotherapy offers an innovative programme in the Centre for Psychotherapy with the following benefits:

- a clinical context for the programme within the Belfast Health and Social Care Trust thus promoting multidisciplinary networking and clinical practice

- on-site video conferencing enabling internationally renowned psychotherapeutic teachers to contribute to the programme
- on-site library with specialised psychotherapy / art psychotherapy focus
- the sharing of generic components between the MSc Art Psychotherapy and other training programmes in Psychoanalytic Psychotherapy based in the Centre for Psychotherapy, thus promoting inter-disciplinary learning
- art-making and the art process at the core of the psychotherapeutic training
- the Centre for Psychotherapy is based in a villa set in its own grounds in the healthcare park.

Admission requirements

Normally, the required entry criteria leading to possible selection for interview include the following key components (a-d):

- **(a)** An honours degree or equivalent qualification (normally in visual arts / Fine Art, psychology or allied area; or a relevant professional qualification e.g. nursing, social work, teaching, medical etc); or demonstrate the ability to complete academic studies in higher education
- **(b)** Demonstration of a substantial and developing body of current own artwork and ongoing commitment to their own artwork. Showing a portfolio of artwork is a part of the interview. (This is especially important where the degree is not in the visual arts).
- **(c)** At least one year's full time experience in a professionally relevant context (e.g. mental health, health / social care, social services, education, counselling), or its equivalent.
- **(d)** International applicants who do not have English as a first language must be able to communicate in English to the standard equivalent to level 7 of the International Language Testing System (IELTS) with no element below 6.5.
- Desired entry criteria normally include: 1st class or 2.1 honours degree; a significant extent of range and depth of experience across the entry criteria; experience of personal therapy. If applications exceed the number of places available, as normally occurs, then the desired entry requirements will also be used for selection.

Applicants meeting the entry requirements will be invited to interviews and supply two references. Successful applicants will undergo security clearance in compliance with the AccessNI or its equivalent. Applicants need to be aware that normally all candidates selected for interview or offered a provisional place will be asked to give written consent to an AccessNI enhanced disclosure check, or equivalent, before being accepted onto the programme. Non-declaration may result in your application being rejected. Pre-placement health assessment: applicants also need to be aware that candidates invited for interview or offered a provisional place will normally be required to complete a full health assessment form and may be required to have an occupational health assessment before commencing placements / training.

NB. The programme will normally have one intake every two or three years, normally with a maximum intake of 18 students.

Programme structure

The programme is a 3 year, part-time modular degree (180M credit points). Normally, in years 1-2 (taught modules 1-4) there will be a weekly, 1 day study session (normally a

Tuesday) during term-time at the Centre for Psychotherapy. Normally, in year 3 (module 5/6 equivalent) there will be research training and a fortnightly (normally a Tuesday) half day clinical supervision session during term-time. Normally, all modules will also include a 1 or 2 day weekend intensive (normally some will be based at the Centre for Psychotherapy; some may be residential in an agreed location). In addition, throughout all three years, participants must arrange to attend their practicums (placement(s) and clinical supervision) and weekly personal therapy. Placements usually take up a minimum of another full day per week. Students must complete a minimum of 120 days practicums and 75 hours personal therapy throughout the duration of the programme. The modules are:

Year 1:

Module 1: Art Psychotherapy: Theory and Practice

Module 2: Art Psychotherapy: Development of Theory and Practice

Year 2:

Module 3: Art Psychotherapy: Working with Diversity

Module 4: Art Psychotherapy: Continuing Professional Responsibility

Year 3:

Art Psychotherapy: Introduction to Research; Dissertation (Mod. 5/6 equivalent)

Modules 1-4 will entail the same amount of study (300 hours) and module 5/6 will entail 600 hours. This is divided between contact time at the University, directed study (pursuing learning objectives specifically associated with the module) and private study which includes reading and preparation of assignments. The allocation of the hours will vary between modules.

Learning environment

Learning and teaching methods will include:

- Psychotherapy seminars and video conferencing (some may be jointly with other training programmes in Psychoanalytic Psychotherapy based in the Centre for Psychotherapy, thus promoting inter-disciplinary learning)
- Art Psychotherapy seminars and experientials, tutorials, art training groups, studio group, some weekends, practicums (2-3 clinical placements plus clinical supervision groups), personal therapy, web-based and self-directed learning.
- The Centre for Psychotherapy is located within Knockbracken Healthcare Park and occupies a large villa, Shimna House, set in its own grounds.

Assessment

Modules 1-4: Assignment;

Module 5/6: Dissertation.

Practicums: Summative assessment(s) by CfP supervisor (informed by:

- ≥ 1 observation by CfP supervisor
- student self-evaluation, PDP & presentation; on-site supervisor evaluations
- Completion of personal therapy hours (evidenced by; log of personal therapy hours \geq 75 hours over duration of programme).

Relevance to work/profession

The MSc Art Psychotherapy is a professional Allied Health Professions pre-registration training. Successful completion of an HPC approved programme provides eligibility to apply for HPC registration. It is a legal requirement that anyone who wishes to practise using a title protected by the Health Professions Council Order 2001 (e.g. "Art Psychotherapist" or "Art Therapist") is on the HPC register.

The practicum component of the programme normally involves supervised clinical placements within the HSC Trust and in external institutions.

Thesis/Dissertation/project work

Assignments and the dissertation offer opportunities for students to explore their personal and professional development. The dissertation aims to develop students as reflective practitioner-researchers and enables them to research specific topics of interest. Research training, research supervision and peer group study will support the creation of a 14,000 word dissertation. Arts-based research topics and methodologies are encouraged.

Past dissertations have involved students exploring aspects of their placement practice and/or their personal experience and development. Methodological approaches have included qualitative, quantitative, arts-based, autoethnography, narrative etc.

Added value

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Your future career

Graduates from an HPC approved MSc Art Psychotherapy programme will be eligible to apply to the HPC for registration to use the legally protected titles of either "Art Psychotherapist" or "Art Therapist" and thus practise art psychotherapy / art therapy.

Employment of Art Psychotherapists / Art Therapists is growing locally and throughout the UK and the programme has further stimulated this. New posts and sessional work have arisen as a result of interest generated by student placements. Some individuals are enabled by employers to train as art therapists and are subsequently employed as art therapists in their place of work. Some find part-time or sessional work in specialist areas. Some combine art therapy sessional work with other kinds of employment. Some state a preference of maintaining their identity as professional artists and working sessionally as an Art Therapist. Some return to the country of origin and set up services there.

We would hope that some students on the programme will go on to undertake further research and undertake PhD theses. There are additional opportunities for further study through life-long continuing professional development (CPD). We have a local, national and international links that offer opportunities for research.

How we support you

Each student will attend an induction event to introduce them to the Centre's staff and to the programme.

All students are allocated a personal tutor who will be responsible for supporting them throughout the programme and address learning queries or any other problems they might be experiencing that could inhibit their progress. Pastoral care support is also available.

There is a well stocked library at the Centre for Psychotherapy and nearby libraries which includes books, journals and off-prints. In addition the Centre holds an Institutional PEP Licence which allows students to have access to PEP Archives. Students will also have access to UEL's online learning environment. Web-based resources are available to students off campus via the internet. Students will have a UEL Athens account.

All lectures will be accompanied by handouts and a recommended reading list which will be made available in advance of the lecture. In addition, normally some lectures may be recorded which will provide an archive of DVD's for loan to students.

Students are allocated a dissertation supervisor who will meet regularly with them to offer advice and guidance on producing a high quality dissertation.

Students have a clinical supervisor and supervision group to support their clinical practice. Training groups and studio group art-making experientials further support personal and professional development. Another key support is that students are in personal therapy throughout the programme.

Bonus factors

The placement component of the programme offers opportunities for diverse experience in external institutions. We welcome international students and hope to continue to develop overseas connections.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

Overall aims for the programme are to:

- Enable participants to undertake the effective clinical practice of Art Psychotherapy in which the process of art-making plays a central role within a psychotherapeutic relationship.
- Develop participants' knowledge, skills, professional responsibility and ethical approach sufficiently so that they meet the requirements for the academic award and are deserving of HPC registration as an Art Therapist / Art Psychotherapist

What will you learn?

Generic intended learning outcomes are consistent with the HPC Standards of Proficiency and QAA Subject Benchmark Statements etc and are:

Knowledge

- Demonstrate the capacity to analyse, synthesise and critically evaluate diverse psychotherapeutic and bio-psycho-social theories and their application to Art Psychotherapy practice to meet individual and group needs
- Demonstrate the capacity to analyse, synthesise and critically evaluate ethical standards, codes of conduct and practice, statutory requirements and organisational policies and their application to Art Psychotherapy practice

Skills in Application of Practice

- Critically evaluate the identification and assessment of health and social care needs
- Demonstrate initiative and competency in the creation and implementation of plans using appropriate skills to meet health and social care needs
- Demonstrate critical evaluation of practice, generally and in complex situations

Expectations in Provision of Services

- Demonstrate professional autonomy, accountability, self-direction and originality in the tackling and solving of problems
- Critically evaluate the management of professional relationships

Attitudinal Attributes

- Demonstrate commitment to relevant ethical principles, virtues and standards of conduct

Skills for life and work (general skills)

- Demonstrate the key transferable skills of the exercise of:
 - initiative and personal responsibility
 - decision-making in complex and unpredictable situations, and
 - independent learning ability required for continuing professional development

These generic Intended Learning Outcomes are also tailored to be module specific for each module. Each of the generic / specific learning outcomes has a short list of indicators associated with it which students must demonstrate their systematic understanding of and ability to analyse, synthesise and critically evaluate.

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 180 Masters level points.

Typical duration

The typical duration of this programme is 3 Years part-time.

How the teaching year is divided

The teaching year is divided into two semesters of roughly equal length. A typical student registered in a part-time attendance mode will study one module per semester.

Normally, the teaching year begins in September and ends in June (placements may continue through part of the summer). A typical student registered in a part-time attendance mode will study for one day per week, plus intensives, clinical placements and personal therapy and will complete 60 credits over each year.

What you will study when

Year 1

Semester 1: Module 1

Art Psychotherapy: Theory and Practice

Psychoanalytic, Jungian and related Art Psychotherapy theory. Nature and parameter of Art Psychotherapy. Preparation for and basic aspects and skills of Art Psychotherapy practice. Health Professions Council requirements and relevant ethical codes.

Semester 2: Module 2

Art Psychotherapy: Development of Theory and Practice

Object Relations, Attachment, Cognitive Behavioural, Humanistic, Existential, Transpersonal and Integrative approaches and related Art Psychotherapy theory. Group

(30 M points) Compulsory

processes and dynamics. Aspects of Art Psychotherapy practice and self-care.

(30 M points) Compulsory

Year 2

Semester 1: Module 3

Art Psychotherapy: Working with Diversity

Working with cultural diversity (e.g. lifespan, ethnicity, gender). Embodiment. Attachment. Cultural identities. Cultural competency. Psychodynamic and Art Psychotherapy theory and practice.

(30 M points) Compulsory

Semester 2: Module 4

Art Psychotherapy: Continuing Professional Responsibility

Evaluation, audit, arts-based research-informed reflective practitioner approaches. Practitioner-researcher cultural competency. Applications of psychotherapy, e.g. child and group therapy. Art Psychotherapy practice.

(30 M points) Compulsory

Year 3

Semester 1 & Semester 2: Module 5 / 6 equivalent Dissertation

Introduction to research. Research study. Development of Art Psychotherapy supervised practice.
(60 M points) Compulsory

Student must complete 60 credits in each year.

The following are the core modules for this programme:

Year	Module title	Credit	status
1	Art Psychotherapy: Theory and Practice	30	Core
1	Art Psychotherapy: Development of Theory and Practice	30	Core
2	Art Psychotherapy: Working with Diversity	30	Core
2	Art Psychotherapy: Continuing Professional Responsibility	30	Core
3	Dissertation (and Introduction to Research)	60	Core

Requirements for gaining an award

In order to obtain a Masters, you will need to obtain 180 credits at Level M. These credits will include a 60 credit level M core module of advanced independent research.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction

60% - 69% Merit

50% - 59% Pass

0% - 49% Not Passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Psychotherapy and Art Psychotherapy seminars and experientials
- Clinical seminars and supervision
- Individual study time including reading

Thinking skills are developed through

- Clinical Seminars/Workshops
- Clinical work and supervision
- Personal therapy
- Dissertation Supervision
- Preparation and production of assignments and evaluating feedback
- E-Portfolio, self-evaluation and Personal Development Planning

Practical skills are developed through

- Skills work, clinical placements and clinical supervision
- Training groups and studio group art-making
- Personal therapy
- Research Methods and Dissertations
- ITC skills development

Skills for life and work (general skills) are developed through

- Academic Writing and e-learning
- Peer group study

Assessment

Knowledge is assessed by

- Essay
- Presentation
- Dissertation

Thinking skills are assessed by

- Performance in Clinical Supervision
- Performance in seminar discussions
- Dissertation

Practical skills are assessed by

- Supervision of clinical work
- Review of clinical notes
- Participation in training groups and Studio group
- Dissertation

Skills for life and work (general skills) are assessed by

- Supervision of clinical work and related initiative and responsibility
- Demonstration of effective decision-making, oral and written communication skills
- Independent learning

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);

- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner from the relevant part of the HPC Register. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees (meeting 2 times year)
- Student/Staff consultative committee (meeting 2 times a year)

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme noticeboard

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Questionnaires to former students
- Annual student satisfaction questionnaire
- Feedback from placement institutions and relevant others collated by Placements Co-ordinator

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- [The UEL web site](#)
- The student handbook
- Module study guides
- [UEL Manual of General Regulations and Policies](#)
- [UEL Quality Manual](#)
- [Regulations for the Academic Framework](#)
- [Belfast Health and Social Care Trust](#)
- [British Association of Art Therapists \(BAAT\)](#)
- [Health Professions Council \(HPC\)](#)
- [Northern Ireland Group for Art as Therapy \(NIGAT\)](#)