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

1	**Awarding Institution**	Queen Margaret University
2	**Teaching Institution**	Queen Margaret University
3	**Professional body accreditation**	Health and Care Professions Council
4	**Final Award**	MSc in Art Psychotherapy
	Subsidiary exit awards	Postgraduate Diploma and Postgraduate Certificate
5	**Programme Title**	MSc in Art Psychotherapy (International)
6	**UCAS code** (or other coding system if relevant)	
7	**SCQF Level**	11
8		

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.

- 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
-

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 & Felleti (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

**Interdisciplinary
Studies 1**

(30 credits)

**IPL
Group**

**Interdisciplinary
Studies 2
And IPL Groups**

(30 credits)

Clinical Project

(60 credits)

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