

## 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:	MSc Mental Health Economics PgDip Mental Health Economics
Name of interim award(s):	Postgraduate Diploma (PgDip) / Postgraduate Certificate (PgCert)
Duration of study / period of registration:	1 Year FT / 2 years PT
Queen Mary programme code(s):	
QAA Benchmark Group:	N/A
FHEQ Level of Award:	Level 7
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of Economics and Finance

### Schools / Institutes which will also be involved in teaching part of the programme:

Wolfson Institute of Preventive Medicine

IPHS

School of Electronic Engineering & Computer Science

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

### Programme outline

This unique MSc programme will offer students a combined training in the central principles of the economic analysis of mental health data, together with the key evidence bases for current mental health treatments and their clinical applications across contexts and cultures. Students will have a choice between a generic training in health economics or, for those with an existing background in this area, specialist modules relating to advanced quantitative analysis of health data. For their MSc dissertation, students will have access to specialist datasets from health services research containing data suitable for further analysis.

Mental health problems are the largest single cause of disability in the UK, costing up to £100 billion per year in lost labour and treatment costs. Since the publication of the Layard Report in 2009 recommending the nationwide adoption of Cognitive Behavioural Therapy for the cost-effective treatment of the most common mental health issues, the economics of mental health

delivery have altered focus from psycho-pharmacological to psychosocial interventions. The efficacy and cost efficiency of psychological interventions has therefore become a focus of policymakers and clinicians in the UK., and demand for skilled health economists with a specialization in mental health has increased significantly (Luyten & Knapp, 2017).

## Aims of the programme

This unique MSc programme, which derives from the research and teaching of academics in the Schools of Economics and Finance and Medicine and Dentistry, will bring together expertise from two highly-regarded teaching teams in QMUL: economics and mental health to offer training to individuals who are seeking to develop specialist skills in the analysis of economic data and patterns appertaining to mental health.

The programme is designed to accommodate students coming from both economic and medical backgrounds, and provides a choice of pathways based on elective modules in Semester Two. After a core grounding in understandings of mental health and economics in Semester One, students have a choice of pathway in Semester 2: "Mental health with health economics" or a "Quantitative economics focus". Students from a mental health background will have a chance to gain an understanding of health economic analyses, and those with existing knowledge of economics can engage with advanced quantitative modelling,

## What will you be expected to achieve?

Graduates from the programme will all have a strong grasp of the economic drivers of mental health commissioning and policy, as well as the mechanics of delivery of mental health care, including psychological therapies and psycho-pharmacological interventions.

Those who select the Mental health with Health Economics pathway, likely those with some existing experience in the healthcare sector, will also understand the concepts involved in health economic analysis, including cost benefit and cost consequences analysis. They will be well-equipped to enhance an existing healthcare career or to begin working as a health economist with a specialisation in mental health.

Those who select the Quantitative economics pathway will typically be economics graduates with some existing experience of applied economic analysis. They will receive training in advanced methods of understanding risk and causality using Bayesian approaches, in which Queen Mary is an international centre of excellence.

### Academic Content:

A 1	Understand what defines mental health economics as an active and distinct subfield of health economics and the main principles and best practices for mental health policy appraisals.
A 2	Gain a critical understanding of the core issues in mental health and health economics and of the key policy approaches available to tackle mental health problems.
A 3	Understand and discuss the core features of mental health service delivery with a specific emphasis on psychological medicine for the treatment of mental disorders
A 4	Present and explain the methods of economic evaluation and health economic analysis.

### Disciplinary Skills - able to:

B 1	Apply economic theoretical concepts to mental health and analyze and evaluate alternative economic policies to tackle mental health issues.
B 2	Apply the learned practices in projects, briefings, policy proposals, experiments or interventions of their own (e.g., in their dissertation or future employment).

B 3	Be able to link theory and practice in the development of professional and reflective skills relevant to mental health
B 4	Understand different approaches to health economic analysis, evaluating and critiquing the advantages, disadvantages and challenges of different evaluation designs.

Attributes:	
C 1	Able to engage critically with the knowledge and evidence base.
C 2	Work collaboratively with other students in guiding their learning.
C 3	Demonstrate autonomy and independent learning
C 4	Develop qualities and transferable skills necessary for future employment (decision-making, initiative and personal responsibility)

### How will you learn?

The programme will be jointly delivered by the School of Economics and Finance at the Mile End campus, and the Wolfson Institute, School of Medicine and Dentistry based at Whitechapel campus.

The learning outcomes for the programme are delivered by a range of modules across the programme. Teaching and learning is mainly via expert lectures and seminars (some are to be delivered weekly others on alternative weeks). Teaching and learning strategies vary from module to module. Compulsory material is introduced in the compulsory semester One and semester Two modules. Students will make full use of QMplus, Qengage, ebooks, and library resources.

As this is a Master's (Level 7) degree, students are expected to use a majority of independent /self directed study time to achieve the learning outcomes, such as preparing for sessions and follow up work, wider reading around the subject. and preparing assignments. To assist them in this, students will have access to support classes for most modules and teaching assistant office hours. However, throughout the whole academic year students are encouraged to undertake independent reading both to supplement and consolidate what is being taught and learned and to broaden their individual knowledge and understanding of the subject.

Practical and computational skills are developed through coursework. In Semester Two, students will have selected a topic for their final dissertation (research project) work and be allocated a supervisor. The supervisor will be based in either SEF or Wolfson depending on the nature of the topic and whether it has a primary focus in mental health or economics. Throughout Semesters Two and Three, students will learn through interaction with the other research students and meetings with their the project supervisor.

Technical reports and presentations are taught and developed through workshops and feedback on written coursework, progress reports of the research project and presentations. Use of the scientific literature is introduced by the Library during the induction week and then developed by academic staff through lectures, coursework, and reports of the individual supervised special project.

Transferable skills are built up through the teaching and learning programme outlined above. Effective communication is taught and assessed through workshops and feedback on the research project reports and oral presentations. It is assessed through coursework, written examinations and project work. Applying knowledge and financial models in real life problems is taught through lectures and is developed during individual research project.

Usage of information and communications technology is developed through workshops, computer based exercises, coursework activities, the research project and other and individual learning.

Management of resources and time is developed throughout the course within a framework of coursework deadlines and the examination system. Moreover, the programme is structured and delivered in such a way as to promote independent learning and critical enquiry.

Throughout the research project what is being taught and simultaneously assessed is management skills the integration and evaluation of information from a variety of sources, and the transfer of knowledge techniques and solutions from one discipline to another.

### How will you be assessed?

Modules are assessed to meet individual learning outcomes and a variety of methods will be used including essays, presentations and final exam. Guidance and marking criteria for each assessment will be supplied.

The research project will be a 15,000 word dissertation that counts for two modules (for a total of 60 credits) and is written during the summer. It is assessed, on the basis of the individual literature review, main report and presentation, initially by the supervisor, before its final stage by the team of all supervisors.

### 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.

Full-time students will take a total of 60 credits per semester. The programme consists of one compulsory 30-credit module (Economics of Mental Health) and one elective 30-credit module (Mental Health in Context or Critical Mental Health Sciences) in semester One. In Semester Two, students will take one 30-credit elective Wolfson module from a choice of (Psychological Therapies: Applications and Effectiveness OR Cultural Psychology and Psychiatry: Clinical Applications ), one further 15-credit elective from a choice of two (Health Economic Analyses OR Risk and Decision-Making for Data Science) and one compulsory 15-credit Economics Module (Mental Health Policy Evaluation).

During the summer period, those students undertaking the MSc will also have to complete a 60-credit, 15,000 word dissertation under the supervision of an academic member of staff from either SEF or Wolfson.

Part-time students will take 30 credits in Semester One and 45 in Semester 2 of year one, then a further 45 credits in year two, with MSc students taking their dissertation in their second year of study.

#### Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Economics of Mental Health	ECOM195	30	7	Compulsory	1	Semester 1
Mental Health in Context	WOFM981	30	7	Elective	1	Semester 1
Mental Health Policy Evaluation	ECOM196	15	7	Compulsory	1	Semester 2

Programme Title: MSc Mental Health Economics

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Psychological Therapies: Applications and Effectiveness	WOFM987	30	7	Elective	1	Semester 2
Cultural Psychology and Psychiatry: Clinical Applications	WOFM986	30	7	Elective	1	Semester 2
Dissertation	ECOM075	60	7	Core	1	Semester 3
Health Economic Analyses	IPH7025	15	7	Elective	1	Semester 2
Risk and Decision-Making for Data Science	ECS7005P	15	7	Elective	1	Semester 2
Critical Mental Health Sciences	WOFM940	30	7	Elective	1	Semester 1

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Mental Health in Context	WOFM981	30	7	Elective	1	Semester 1
Psychological Therapies: Applications and Effectiveness	WOFM987	30	7	Elective	1	Semester 2
Health Economic Analyses	IPH7025	15	7	Elective	1	Semester 2
Cultural Psychology and Psychiatry: Clinical Applications	WOFM986	30	7	Elective	1	Semester 2
Risk and Decision-Making for Data Science	ECS7005P	15	7	Elective	1	Semester 2
Critical Mental Health Sciences	WOFM940	15	7	Elective	1	Semester 1

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Economics of Mental Health	ECOM195	30	7	Compulsory	2	Semester 1
Mental Health Policy Evaluation	ECOM196	15	7	Compulsory	2	Semester 2
Dissertation	ECOM075	60	7	Core	2	Semesters 1-3

### What are the entry requirements?

Applicants should have a 2:1 or better in Economics, Psychology or a health-related undergraduate degree.

Applicants without a prior degree taught in English must meet the standard QMUL English language requirements of IELTS 6.5 overall including 6.0 in Writing, and 5.5 in Reading, Listening and Speaking, or equivalent.

### 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 (SSLC) 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, approximately once per semester.

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.

Student feedback will be integrated into all curriculum and programme review activities via the mechanisms already established in the School of Economics & Finance. These include regular student evaluations of taught modules (coordinated and overseen the School's Director of Taught Programmes and the Teaching and Learning Committee) and annual student evaluations of the programme. In addition to these formal mechanisms, staff in the department will solicit informal feedback from students where appropriate. All student feedback (both formal and informal) will form an integral part of ongoing curriculum and programme review. Taught postgraduate students are also represented on the School's Teaching and Learning Committee and the School's Student-Staff Liaison Committee, providing additional outlets for receiving and discussing student feedback.

Each School/Institute conducts an annual review of its provision using feedback from students, externals and results from PTES. . 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

### What academic support is available?

Students will be fully inducted over a two week period at the start of Semester One with various activities and support available. Early in Semester One, students will be assigned an academic advisor, and will also be able to contact the Programme Director with any queries or concerns. Both SEF and Wolfson have course administration teams who will be able to assist with practical matters.

Students will meet their academic advisors regularly and a minimum of six times per semester, including in Semester Three (dissertation).

Additional optional modules, outside of the programme diet, will also be available to students to help build upon professional skills.

### Programme-specific rules and facts

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

For both SEF and Wolfson modules, teaching is supported by visual aids, reading lists, and handouts as appropriate.

Both schools review the learning outcomes for each module in the Teaching and Learning Committees and this appears on the module syllabus that is made available to all students via QMplus. Each module organiser reviews the reading lists and students are notified whether the text is available in hard copy or electronically.

Recordings of all materials are made available through Q-Review and presentations are made available in advance of any lectures. Module organisers can choose to release this immediately or before the final exam as a revision tool.

The School is currently checking accessibility standards of modules.

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 is run with the support of a range of providers, including East London NHS Foundation Trust, the Mental Health Foundation and the King's Fund. We have strong relationships and links with these providers, who will contribute teaching and potential employment pathways to programme graduates.

Students will be invited to a careers seminar that takes place in May and will have contributions from the Queen Mary careers service, previous graduates of the course and potential employers, including Doctoral Training Partnerships.

In addition, students have the option of complementing their studies with optional SEF ungraded modules. These modules tend to be delivered by highly experienced industry practitioners.

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## Programme Specification Approval

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**Person completing Programme Specification:**

Dr Francesca Cornaglia and Dr Mark Freestone

**Person responsible for management of programme:**

Dr Francesca Cornaglia

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

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