



Questions and Answers from the March 2021

Information Sessions

Applying and Admissions

What qualities do you look for in prospective students?

This is difficult to answer, as we are hoping for a diverse cohort of students with a variety of interest and skill sets, but there are perhaps a few characteristics that would be beneficial:

- An interest in tackling the extant health inequalities (in the UK and elsewhere)
- A readiness to be challenged and trying new things (e.g. Yoga/body work, working with clay, gardening)
- Drive and enthusiasm to work on individual research projects
- A readiness to work collaboratively with other students and community partners.

Does your application process include an interview?

No, all of our decisions are based solely on the application form you submit to UCL. If we require any additional information on top of the material provided in your application form, then we will contact you to request this.

Is a philosophy undergraduate degree a suitable/relevant subject for meeting the entry requirements?

Yes, please see this link for our [entry requirements](#). You can apply with a background (e.g. a primary degree) in a science, social science or a humanities subject and you need to be open to engage with topics and materials of both a quantitative and qualitative nature. We would especially like to encourage applicants who have professional (or voluntary) experience in the fields of arts, culture and health, or social prescribing.

How long will it take to hear back after submitting an application?

All applications are made to a central Graduate Admissions Office (GAO) who assess applications before referring them to us for review. Once we have reviewed your application, we'll refer it back to the GAO with a recommended decision and they will action that. As the GAO deal with all postgraduate applications to UCL, there may be a delay in you receiving our decision.

If accepted - how would you advise we spend time preparing?

There is not requirement to prepare per se, but there are a few simple things you could do. You could join the [Culture, Health and Wellbeing Alliance](#) and begin reading on the topic of creative health. The [APPG Creative Health](#) report, the various reports by [Michel Marmot et al](#) and Daisy Fancourt's [Arts & Health](#) are all good places to start.

How many applicants will you accept this year?

We will be offering 25 places for the first year (2021/22). Thereafter, the number of places will expand to 35 for 2022/23 and 50 from 2023/24 onwards. It will remain at 50 in a steady state.

If you've already completed a public health degree are some credits transferable?

Unfortunately not so you would be required to complete all 180 credits of the MAsc programme.

Funding

Is there funding available for this programme?

There is no specific funding for the MAsc programme other than the UCL scholarships listed on the UCL Scholarships Finder webpage. Further information on funding for graduate taught programmes, including external scholarships, can be found on the Funding for Postgraduate Taught Courses webpage.

Is funding available for non UK residents?

As above.

Is this course covered by UK student loans?

Yes, ensuring you meet any advertised eligibility criteria from the student loan companies.

Course content and structure

Is a grounding in traditional qualitative/quantitative research methods useful before engaging with this course and for future career prospects?

Having a prior understanding of qualitative and/or quantitative research methods would certainly be useful. However, this is not essential, as research methods will represent a major focus (especially during the first term) on the programme.

In the research methods module, in addition to learning methodological theories, are students taught any practical/statistical coding skills?

Understanding and interpreting statistics (in particular in relation to health data) will form a part of the research methods module. However, teaching of practical coding skills will not form part of the programme.

When must optional modules be selected? Will there be any information sessions on optional modules?

We'll be asking for provisional choices for your optional modules in July and you'll formally register to take them sometime in late August / early September. As these modules are run outside of the department, there will not be any information sessions available but details of each module can be viewed in the [module catalogue](#).

How do students get allocated to partner organisations for their dissertation?

At the beginning of the academic year we will provide a list of partner organisations and projects that students can work on. Each student will be asked to select a number of them in order of their preference. The allocation will be based on this in the first instance. The next step will be a meeting between the student and the partner organisation to confirm the arrangement and refine the project.

For studying an optional module outside of the MAsc recommended list, how would one go about pitching a module of choice to our Masters Tutor/ representative?

Students are welcome to seek out other modules and we can assess if they are suitable for inclusion as an option and host Departments are willing to accept you on their module; we are always seeking out additional optional modules if/when they become available.

How frequently (per week) are we located at our community-based placement?

The dissertation project will gradually make up a more significant share of your timetable as the academic year progresses. From the end of term 2 (late March) onwards this, along with some work on the public engagement module, will form your primary focus.

Is it very scientific focused (for the health aspect)? Can we choose which scientific area we want to focus on e.g. mental health? Scientific meaning e.g. obesity/ high blood pressure (the very medical terms).

We aim to get an equal balance between the scientific and creative aspects inherent in creative health. If you come to the programme with particular scientific/quantitative skills we will support you in improving your knowledge of qualitative and creative work and vice versa. There will be scope – within the individual modules and especially the dissertation project – to decide what aspects of creative health you wish to focus on. However, this being an interdisciplinary programme your approach should always reflect a balance between more quantitative and qualitative as well as scientific and creative work.

How often do we have contact with the professors?

As well as the module leaders, you will also be assigned a Personal Tutor who can answer any pastoral queries you have.

Will we be able to look at/critique structural issues and its relation to healthcare paradigms like the biomedical/biopsychosocial model?

Absolutely, while many aspects of the programme have a practical and applied focus, it is still located in a research intensive university. Hence we will strongly encourage you to apply a critical perspective to existing models and structures in fields of health and wellbeing.

Is there a placement element to the course?

No, but working with the community partner for your dissertation is similar to a placement.

What are the philosophical perspectives the course is taught from?

There is no singular set of philosophical perspectives, but creative health is being informed by various discourses in the fields of health sciences, psychology and arts. This includes elements of positive psychology,

**How does the course intend to cover gendered disparities in healthcare outcomes?
ONS data suggests health inequalities are growing.**

Yes, health inequalities are growing across the board – not just in relation to gender disparities – and these will be at the centre of what students will engage with on the programme. One example of this will be the rapid evidence review students will get to conduct as part of the Arts, Nature and Wellbeing module, which might focus on evidence for such inequalities and how they may be overcome.

**Is there an opportunity to interact with students on the other programmes?
Particularly, the program where they are innovating disability assistance equipment.**

There are two major ways to interact with students on other programmes.

1. Through the 30 credits (usually two modules) of electives students will be able to choose from, this can include modules focusing on disability.
2. The programme will be part of the wider UCL Arts & Sciences programme and there will be opportunities to interact with the student community on the undergraduate BASc programme, through department-wide social and research events.

How many contact days required per week if doing this part time?

We are planning on condensing teaching for the compulsory modules into two or three days so that part-time students have set days for the course. The timing of your optional modules will depend on which ones you choose. You can view timings for these in the [online timetable](#) but please note that the timetable for 2021/22 will only be available from mid-August 2021.

**Did you think for an online version of this Master to include more overseas students?
Maybe for the second year?**

We are not planning an online version of the programme yet as it will take significant resource and reworking to ensure it runs successfully. This may be something we look to in the future but is likely to be 5+ years away from starting.

At times the language of Creative Health can feel quite abstract and new. Can you share an example lecture or work from modules taught before on the undergrad?

A good place to start is the module descriptor for [Arts, Nature and Wellbeing](#), which has already been taught at UCL for the past three years.

Will there be opportunities to look at how government/NHS targets in social prescribing might be met via creative health?

Absolutely, exploring the realities and possibilities for rolling out and implementing social prescribing will be a focus for at least two modules (Arts, Nature and Wellbeing and the dissertation)

Community Partners

For the community based research, do we also get to follow through and implement it? Or do we stop after the research is done?

This depends on the nature of the project. In some cases, this may involve developing an evaluation tool/strategy and then actually testing it with the partner. So that by the end of the project the student will have been able to gather some data that they can then use to write up their dissertation.

Do any partner organisations assess creative interventions using biomarkers such as inflammatory markers?

The list of partner organisations and thus their fields of work/interest has not been finalised. But there will be a range of partners, from various sectors, some with a more clinical focus than others.

How might we go about finding our own community partner organisation? What criteria does the organisation have to have for us to be able to work with them?

There is no need to find your own community partner. We will provide a list of partner organisations at the beginning of term for students to select from.

Creative Health Sector

Are creative interventions meant to bypass a scientific approach or to be integrated with it?

No, there is no question of bypassing scientific approaches. The key point is to broaden the perspectives and possibilities from which we address and intervene in health. Also, just because many of the approaches that form part of creative health are non-clinical this does not make them less scientific.

Are economic and political factors included in the "social determinants"?

Please take a look at the work of the [Institute for Health Equity](#). This will highlight clearly that political factors are a key component of the social determinants of health.

Do any specific types of creative health interventions (dancing, music, art etc.) attract more/less people from low-SEP?

This is a key area that requires further research and could make an interesting topic for a dissertation or rapid evidence review.

As the National Health Service is restructured and Clinical Commissioning Groups disappear, does the course address service commissioning pathways?

The programme will not focus on the structure and organisation of the NHS or any other health service. However, your research project and the Public Engagement module in particular will offer opportunities to engage with the reality of implementing creative health interventions within the official health institutions.

Careers and Further Study

Is it possible to give examples of job titles in the field of creative health? Both existing and any you foresee.

The NHS in England has already launched a process of creating many new positions, in particular in the area of social prescribing, these include Social Prescribers, Link Workers and Community Referrers.

But clearly there are also opportunities in the voluntary (culture, art, creative and social care) sector, at various levels.

How can this degree benefit a mid-career health professional?

Depending on what your focus has been on to date, it might open up new opportunities to focus on the health benefits of non-clinical work to be able to understand of to embed such approaches more successfully within the health sector.

Thinking about job opportunities post-graduation, are there any areas in the sector you expect to grow more than others?

Creative health and social prescribing are a major growth areas in the UK and international health sector. Consequently, we envisage many employment opportunities to become available in these fields in particular.

If I'm interested in a PhD, at what point should I apply for this program?

The Department does not currently offer a PhD programme but is developing one in the near future. However, a PhD might be possible taken through another department with BAsC staff involvement.

Is it possible to go straight into policy work after this course? Working for Government departments for instance?

We believe that it is. There are no specific occupations that this programme provides direct training for, but there are many areas of work that it might equip you for and (health) policy work is certainly one of them.

COVID-19

Working in museums, hospitals etc. how might that be affected if current restrictions continue or are re-introduced come the next academic year?

If there are further lockdowns once this programme begins, the work with community partners will be virtual as we will not expect students to travel against government guidelines.