



This is a presentation of the following unpublished document and is licensed under All Rights Reserved license:

**Lansley, Andrew ORCID logoORCID: <https://orcid.org/0000-0002-8810-4263> (2018) Mental Health and the HE Musician.  
In: RMA Study Day & Workshop on Music, Well-Being &/  
Mental Health, 11-12 May 2018, York St Johns. (Unpublished)**

EPrint URI: <https://eprints.glos.ac.uk/id/eprint/5723>

#### **Disclaimer**

The University of Gloucestershire has obtained warranties from all depositors as to their title in the material deposited and as to their right to deposit such material.

The University of Gloucestershire makes no representation or warranties of commercial utility, title, or fitness for a particular purpose or any other warranty, express or implied in respect of any material deposited.

The University of Gloucestershire makes no representation that the use of the materials will not infringe any patent, copyright, trademark or other property or proprietary rights.

The University of Gloucestershire accepts no liability for any infringement of intellectual property rights in any material deposited but will remove such material from public view pending investigation in the event of an allegation of any such infringement.

PLEASE SCROLL DOWN FOR TEXT.

Musicians are three times more likely  
to experience depression, according to  
study

17 October 2017, 10:20



ANDREW LANSLEY

UNIVERSITY OF GLOUCESTERSHIRE

MENTAL HEALTH AND THE MUSICIAN

# Purpose

*“music educators, administrators and policy makers must play an active role in providing supportive environments where health and wellbeing is considered integral to expert music training.”*

Fit to Perform: An Investigation of Higher Education Music Students’ Perceptions, Attitudes, and Behaviours toward Health

With suicide rates among students on the rise and a sharp increase in demand for mental health support – as much as three-fold in some institutions – universities have acknowledged in a report that current services are letting students down.

**The  
Guardian**

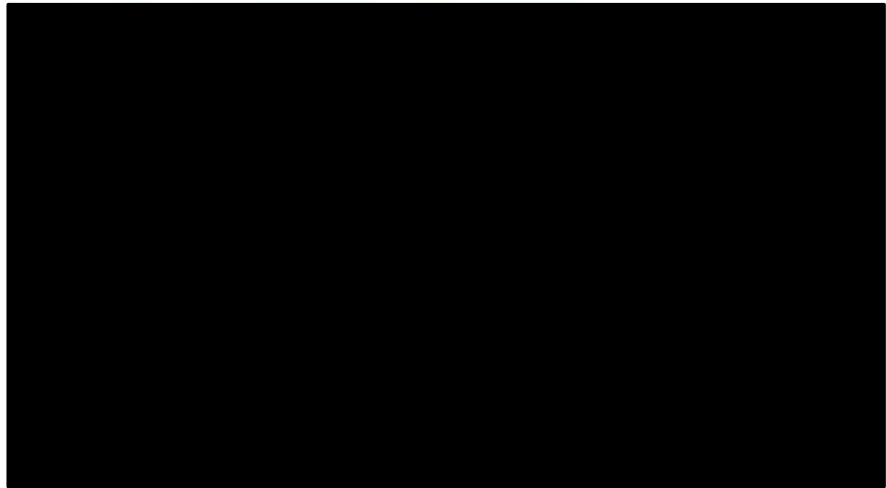
**Sally Weale** *Education  
correspondent*

Fri 11 May 2018 00.01 BST

## Body confirmed as missing Frightened Rabbit singer

4 hours ago

f t m e Share



A body found at a marina on the banks of the Firth of Forth has been confirmed as missing Frightened Rabbit singer Scott Hutchison.

# Definition – why autism as a filter?

**I am autistic and it's just like being a parent!**

Conditions comorbid to autism:

Anxiety

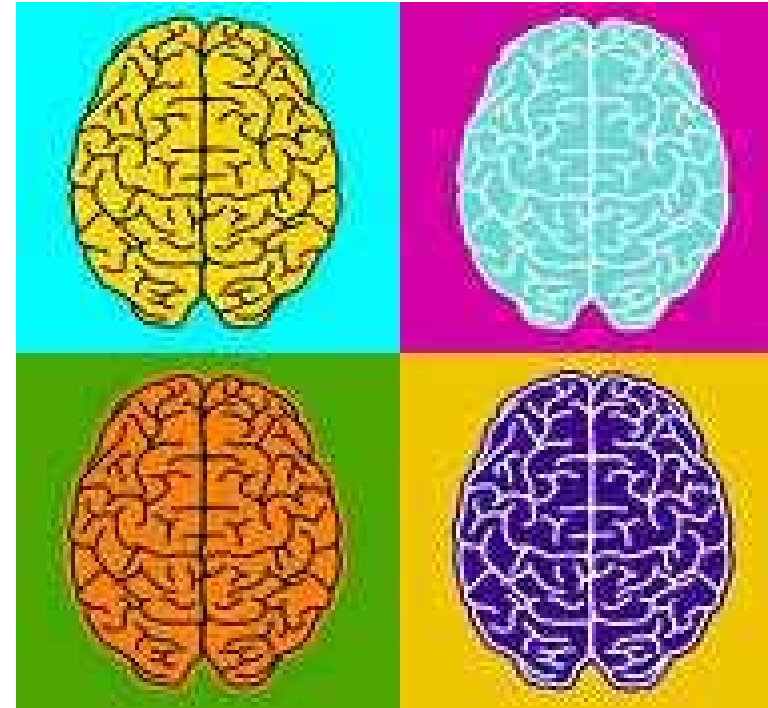
Attention-deficit hyperactivity disorder

Bipolar Disorder

Obsessive compulsive disorder

Sensory problems

Numerous non-assessed disorders (phobias, depression)

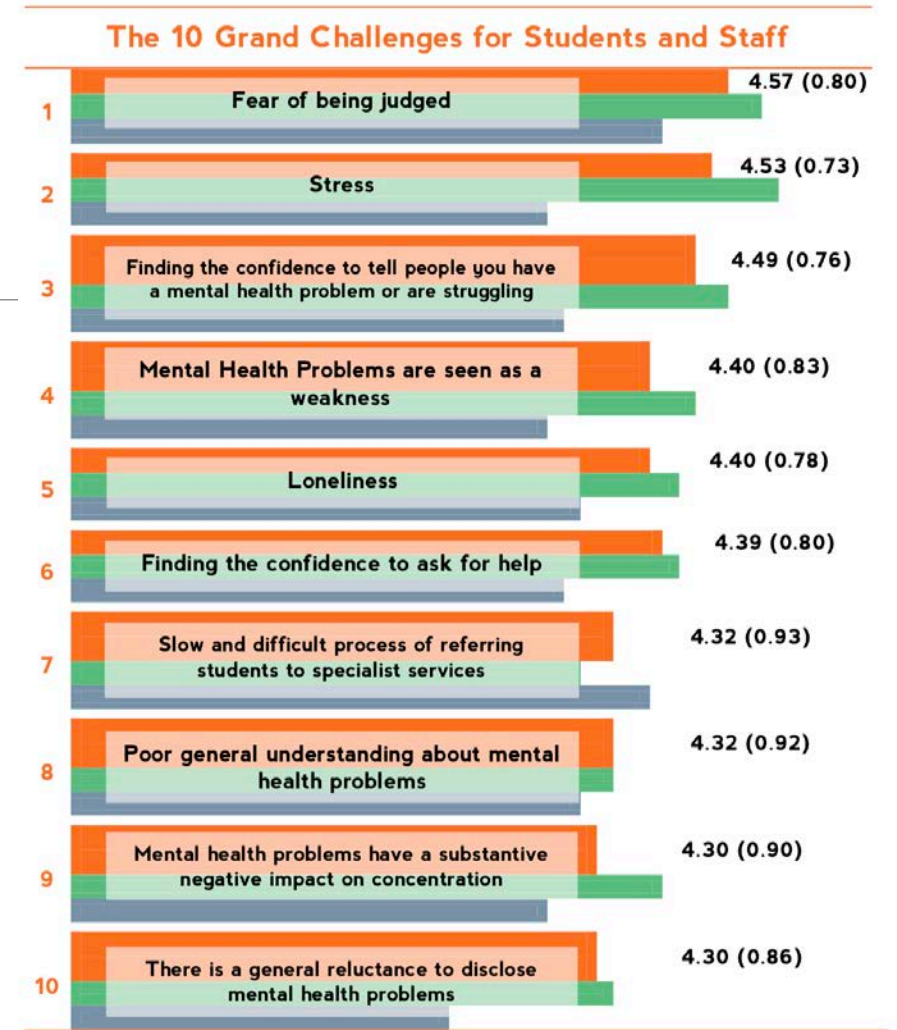


White SW, Oswald D, Ollendick T, Scahill L (2009); Reiersen AM, Todd RD (2008); McElroy SL (2004); Towbin KE, Pradella A, Gorrindo T, Pine DS, Leibenluft E (2005); atson JL, Nebel-Schwalm MS (2007)

# Grand Challenges

Challenges expressed by students in study:

- Attendance
- Access to curriculum
- Comprehension & purpose
- Productivity/Motivation
- Group/ensemble work concerns
- Fear of missing lectures, seen to be a 'bad student'



\* Everyone, shown in orange; university students shown in green; university staff shown in blue.

\* Standard deviation presented in brackets.

[http://www.studentminds.org.uk/uploads/3/7/8/4/3784584/grand\\_challenges\\_report\\_for\\_public.pdf](http://www.studentminds.org.uk/uploads/3/7/8/4/3784584/grand_challenges_report_for_public.pdf)

# Methodologies

---

## Living Education Theory (LET)

*"[It is] a critical and transformational approach to action research. It confronts the researcher to challenge the status quo of their educational practice and to answer the question, 'How can I improve that I'm doing?'*

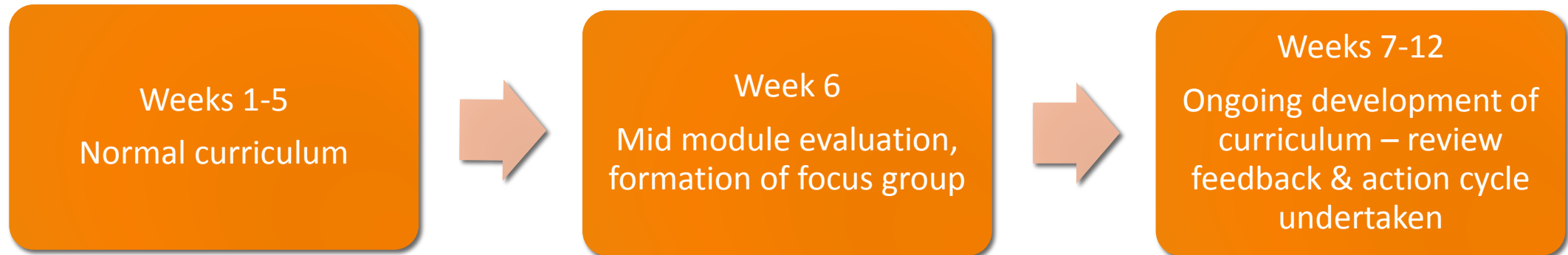
- (Atkins and Wallace, p. 131)

- Six students across two modules, all with ASC – 5/6 declared
- Modules focus on sound composition and production with visual media
- Action research, community of practice
- Qualitative analysis (questionnaires, group discussions with students)

# Methodologies

---

## Timeline of study



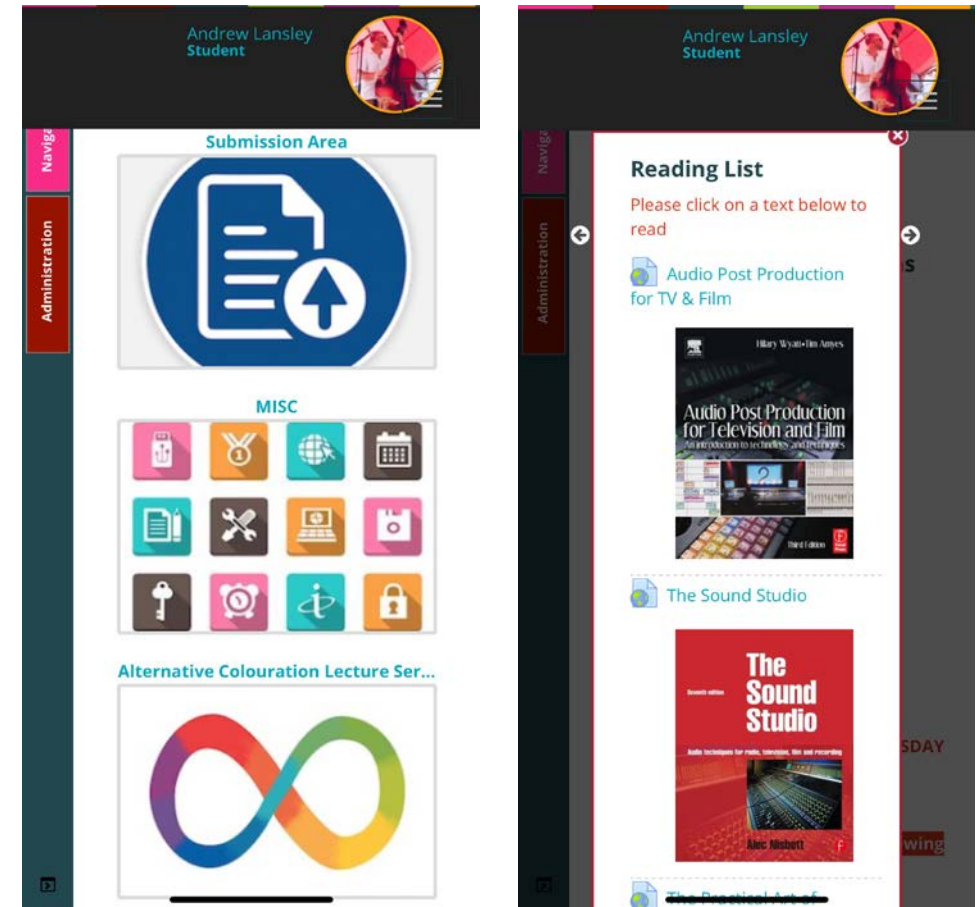
# Items created (Video, touchscreen)

## Moodle/NG Learning Environments

The 2017 NMC Horizon report identified Mobile Learning as a key adoption of HE learners, with next generation Learning Management Systems (LMS) launching within the next two to three years, which suggests that emerging technologies can offer the tools to provide tailored variations of learning materials that put the student first in how they choose to interact with any given curriculum.



<http://cdn.nmc.org/media/2017-nmc-horizon-report-he-EN.pdf>





# Items created (colour, contrast)

---

## Visual Essay

30% (3-4 minutes)

### 3-4 minute video

Produce a visual essay that presents a narrative to include both critique and context of the production process that you undertook to create your items. This video should evaluate your project and analyse your working practice. This minimally should outline:

- *Your influences and decisions behind your creative choices*
- *A technical account of your production covering use of hardware, software & facilities*
- *A reflection on the methods you used to edit and process your audio, discussing any specific functions you have implemented or challenges you may have faced*
- *A critique of your production output in comparison to existing broadcasters or channels, making specific reference to relevant content & production aesthetics*

Students are encouraged to develop this visual essay in post-production, without restriction, if they wish to incorporate support evidence/contextual materials from multiple sources.

## Visual Essay

30% (3-4 minutes)

### 3-4 minute video

Produce a visual essay that presents a narrative to include both critique and context of the production process that you undertook to create your items. This video should evaluate your project and analyse your working practice. This minimally should outline:

- *Your influences and decisions behind your creative choices*
- *A technical account of your production covering use of hardware, software & facilities*
- *A reflection on the methods you used to edit and process your audio, discussing any specific functions you have implemented or challenges you may have faced*
- *A critique of your production output in comparison to existing broadcasters or channels, making specific reference to relevant content & production aesthetics*

Students are encouraged to develop this visual essay in post-production, without restriction, if they wish to incorporate support evidence/contextual materials from multiple sources.

# What did the students think?

What do you like about the module?
<ul style="list-style-type: none"> <li>• Clear weekly structure</li> <li>• Weekly round up <del>module</del> email</li> <li>• Clear and concise moodle</li> <li>• effective learning methods</li> </ul>
What don't you like about the module?
<ul style="list-style-type: none"> <li>• IT SYSTEMS ARE SHITE</li> <li>• PROJECTOR looks SHITE</li> <li>• CHAIRS FALL OVER 2 EASY (SHITE)</li> </ul>
If you were running the module, what would you do differently?
<ul style="list-style-type: none"> <li>• more examples of work</li> <li>• more puppers</li> </ul>

What do you like about the module?
<p>For me this module has been one of the highlights of the year. Before the start of the year I saw this module as one that I may not enjoy. However having you as a lecturer has made this module fun, engaging and really interesting, your teaching style is one that I believe should be taught around the uni.</p>
What don't you like about the module?
<p>At times it would be interesting to perhaps have some more freedom in lectures e.g. Sourcing our own sound to use in lectures.</p>
If you were running the module, what would you do differently?
<p>At times some of us in class finish the set work before others. It would be nice to perhaps have an optional extra task that would expand our understanding of the work.</p>

What do you like about the module?
<ul style="list-style-type: none"> <li>• Content organisation (moodle &amp; in lectures)</li> <li>• Andrew is a fabulous teacher</li> <li>• Lectures are fun, enjoyable and engaging</li> <li>• Andrew being aware of different learning techniques and suggesting ways to learn</li> <li>• moodle is amazing for resources and being able to look at the up and coming lecture so you can grasp it easier</li> <li>• Swearing and Personality :) &amp; dogs on the presentations</li> </ul>
What don't you like about the module?
<p>facilities &amp; early morning!</p>
If you were running the module, what would you do differently?
<p>Change the time :)</p>

# Observations, conclusions

---

- Alternative colouration of lectures was popular, but not demonstrably effective given this project
- Students engaged more with the online learning resources, were more communicable – but likely due to focus of study
- Overall mid-module feedback given for online resources (from autistic & NTs) was very positive, likely due to clarity of formatting
- Conversational style ‘how to’ training/skills videos seemed to be preferred (*analogue experience*)
- Staffing/multi agency approach was considerably helpful: Faculty Administrator, Learning Technologist, Student Helpzone, Equality & Diversity Officer, HR
- With further consideration and collaboration we might be able to develop a virtual environment that removes the obstructions that might be faced by learners who find accessibility, comprehension, collaboration and socialisation difficult when approaching creative work.

# Next steps & questions

---

This short study has given me a framework to progress, but much more investigation is required.

- A larger sample of students
- More robust methodology
- More specific music focuses (*practice, performance, composition, production*)
- Connect with associated bodies (*Help Musicians UK, Music Minds Matter, In Music We Trust*)
- Take these limited findings to my academic colleagues around the UK and try to find more ways to help students study without fear of mental health being an obstacle to the classroom