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Major Change Visitors' Report

<b>Name of education provider</b>	University of Derby
<b>Programme Name</b>	MA Dramatherapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of HPC Register</b>	Arts Therapy
<b>Relevant modality</b>	Dramatherapy
<b>Date of submission to HPC</b>	30 September 2008

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## Executive summary

The Health Professions Council (HPC) approves educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC approve programmes on an open-ended basis which requires that, when significant changes occur to a programme, we receive notification and are able to ensure all our standards continue to be met. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Dramatherapist' must be registered with us. The HPC keeps a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The major change visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The visitors' recommended outcome is that there is insufficient evidence to show how the standards of education and training are being met and it was not certain that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency. An approval visit is required to collect more evidence and if necessary place conditions on the ongoing approval of the programme.

## Introduction

The education provider contacted the HPC to notify of changes occurring to the programme that may have an impact on the standards of education and training and the standards of proficiency. The nature of the change required additional scrutiny by visitors to determine whether the programme continued to meet the standards of education and training and that those who complete the programme demonstrated a continued ability to meet the standards of proficiency.

## Major change submission details

Name and profession of HPC visitors	Diane Gammage (Dramatherapist) Simon Willoughby-Booth (Art Therapist)
HPC executive officer	Osama Ammar

## Summary of change

### SET 3 Programme management and resource standards

The programme leader for the dramatherapy programme has changed. The programme leader was Linda Wheildon and is now Drew Bird.

### SET 4 Curriculum standards

Some modules on the programme have been amended or amalgamated to reduce the assessment load on students. These changes have also increased the opportunities for shared learning with art therapy students.

### SET 6 Assessment standards

Linked to the modular changes, there are associated changes to specific assessments.

## Sources of evidence

To show how the programme continued to meet the standards of education and training and that those who complete the programme continue to demonstrate an ability to meet the standards of proficiency the education provider submitted the following documentation:

- Validation document
- Descriptions of the modules
- Mapping document providing evidence of how the education provider has met the SETs
- Mapping document providing evidence of how the education provider has met the SOPs
- Programme handbook
- Admissions details
- Appendices (including assessment regulations and equality and diversity policies)

After initial scrutiny of these documents the following additional documentation was requested to assist the visitors in the assessment of the change(s):

- Updated sections of previously submitted documentation
- Clarification of the changes affecting the standards of education and training
- CV for Drew Bird (new programme leader)

## Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

There is insufficient evidence to determine if or how the programme continues to meet the following standards of education and training:

### **4.1 The learning outcomes must ensure that those who successfully complete the programme meet the Standards of Proficiency for their part of the Register**

**Reason:** The visitors were unable to confirm that the Independent Scholarship module continued to meet the SOP in the area of 2b.1:

- be able to use research, reasoning and problem-solving skills to determine appropriate actions
- be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures,
- be able to evaluate research and other evidence to inform their own practice

### **6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practice**

**Reason:** A substantial weight of assessment in Independent Scholarship module has been given to performance. The visitors were concerned that students less skilled in performance would be disadvantaged and questioned whether the assessment design demonstrated student's fitness to practice as a dramatherapist.

### **6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.**

**Reason:** Although the education provider has cited 'Additional information regarding the rationale for the Independent Scholarship module can be found in Section 4.9.1' this section makes no reference to assessment methods for this module. Assessment methods for the Independent Scholarship module found in 8.10.1 where a student 'may be asked to do all or any of the following including: '...produce a body of art work and provide a critique...mount an exhibition of produced art work'.

Performance is not included here although 60% of the overall assessment of the Independent Scholarship is in the Body of Work (p.65 of the Programme Handbook, 'performance (Drama/Dance Movement Therapy. The nature of the exhibition (sic)...'). The Independent Scholarship module carries 60 credits, a third of the overall Masters award, therefore the performance carries 36 credits of the overall Masters award (almost one fifth of the Masters credits). The visitors

were concerned at the high credit weighting the performance carries and whether a performance is the most appropriate assessment method to measure the learning outcomes and skills required to practice safely and effectively.

Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Diane Gammage  
Simon Willoughby-Booth