

Health Professionals Council  
Department of Education and Policy

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|---|---|
| <b>Name of education provider</b>   | University of Roehampton  |
| <b>Name and titles of programme(s)</b>  | MA in Art Therapy   |
| <b>Mode of Study</b>  | Full time   |
| <b>Date of event</b>  | 21 <sup>st</sup> and 22 <sup>nd</sup> April 2005  |
| <b>Proposed date of approval to commence</b>  | September 2005  |
| <b>Name of HPC visitors attending (including member type and professional area)</b> | Michael Edwards, HPC Registered Arts Therapist (A)<br>Simon Willoughby-Booth, HPC Registered Arts Therapist (A) |
| <b>HPC Executive officer(s) (in attendance)</b>                                     | Ms Fiona Nixon (Director of Education & Policy)<br>Ms Sharon Woolf (Education Manager)                          |
| <b>Joint panel members in attendance (name and delegation):</b>                     | HPC Approval Event – no joint panel   |

**Scope of visit (please tick)**

|  |                                     |
|--|-------------------------------------|
| <b>New programme</b>                             | <input checked="" type="checkbox"/> |
| <b>Major change to existing programme</b>        | <input type="checkbox"/>            |
| <b>Visit initiated through Annual Monitoring</b> | <input type="checkbox"/>            |

**Part 1.**

**1.1 Confirmation of meetings held**

|  | <b>yes</b>                          | <b>no</b>                           | <b>n/a</b>               |
|--|-------------------------------------|-------------------------------------|--------------------------|
| Senior personnel of provider with responsibility for resources for the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Programme planning team  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Placements providers and educators   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**1.2 Confirmation of facilities inspected**

|                                   | <b>yes</b>                          | <b>No</b>                |
|-----------------------------------|-------------------------------------|--------------------------|
| Library learning centre           | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| IT facilities                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Specialist teaching accommodation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.**

| <b>Requirement (please insert detail)</b> | <b>yes</b>               | <b>No</b>                | <b>n/a</b>                          |
|---|--------------------------|--------------------------|-------------------------------------|
| 1.  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2.  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3.  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| Proposed student cohort intake number please state | 12 |
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

## CONDITIONS

### Condition 1

#### **SET 2 Programme admissions**

The admission procedures must:

**2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme**

**Condition:** The admissions information must give clear information about what the intensive induction week entails.

**Reason:** Prospective students must have clear information about what to expect in the first week of the course since this differs from other parts of the programme.

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| Condition Met |
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### Condition 2

#### **SET 2 Programme admissions**

2.2 apply selection and entry criteria, including:

2.2.1 evidence of a good command of written and spoken English;

**Condition:** Students for whom English is not their first language should have at least a British Council IELTS Band 6 in both the reading and writing sections.

**Reason:** Students will be on practice placement in the first term of the programme and will require to communicate with the public and placement staff and to provide written reports in practice settings and need to have a good command of English.

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| Condition Met |
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### Condition 3

#### **SET 2 Programme admissions**

2.2.2 criminal convictions checks;

**Condition:** The Admissions information must include that students will be required to provide an enhanced criminal convictions check at the start of the course.

**Reason:** Students will require to have satisfactory criminal conviction checks before they are able start practice placements in the first term.

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| Condition Met |
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## **Condition 4**

### ***SET 3. Programme management and resource standards***

#### **3.7 The resources to support student learning in all settings must be used effectively**

**Condition:** A student handbook must be prepared and submitted to HPC for approval.

**Reason:** Students require to have clear guidance as to course content, programme structure, assessment and progression criteria and the expectations of them in both academic and practice placement settings.

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| <b>Condition Met</b> |
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## **Condition 5**

### ***SET 3. Programme management and resource standards***

#### **3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.**

**Condition:** the programme team must provide a written protocol for the informed consent of students to participate as patients/clients in practical, clinical and placements settings.

**Reason:** The protocol is needed so that students are fully briefed as to what they are signing, the consequences of not signing and thus give informed consent.

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| <b>Condition Met</b> |
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## **Condition 6**

### ***SET 4. Curriculum Standards***

#### **4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice .**

**Condition:** The course team should review the module "Theory and Practice of Art Therapy 2" and ensure that it reflects the breadth of contemporary Jungian theory and that the bibliography incorporates appropriate contemporary texts.

**Reason:** The curriculum must remain relevant to current theoretical standpoints to provide a clear and comprehensive model for art therapy practice to enable students to articulate an informed and critical appraisal of Jungian and other models of therapy.

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| <b>Condition Met</b> |
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## **Condition 7**

### ***SET 5. Practice placements standards***

#### **5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:**

**5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure;**

**Condition:** The programme team must provide a written policy that articulates the opportunities for students who fail a placement to re-sit that element of the course. This should also be included in the student handbook.

**Reason:** As successful completion of placements is a requirement for progression, an explicit statement of the procedure that allows students to re-take this element of the course and the implications this may have for the time taken to complete the course.

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| <b>Condition Met</b> |
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## **Condition 8**

### **Set 5. Practice Placement Standards**

#### **5.8.3 Undertake appropriate practice placement educator training**

**Condition:** The course team should develop a plan for the introduction of more formal training for practice placement supervisors and report on this in the next Annual Monitoring Report.

**Reason:** The development of training opportunities for placement supervisors is a component in enhancing the quality assurance of the practice placement element of the course. The institution needs to formalize its role & responsibility in providing placement managers & supervisors with appropriate training.

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| <b>Condition Met</b> |
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## **Condition 9**

### **SET 6. Assessment standards**

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

**6.7 Assessment regulations clearly specify requirements:**

**6.7.1 for student progression and achievement within the programme;**

**Condition:** The protocol for clinical placement assessment should be included in Annex B Assessment Methods Summary and Assessment Criteria – Definitions of Assessment Methods Used.

**Reason:** Clinical Placements must be successfully completed for students to progress on the course and the method of assessment should be made explicit as it is an integral part of the programme.

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| <b>Condition Met</b> |
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**To be submitted to Approvals Committee on: 12 January 2006**

**Visitors' signatures:**

Simon Willoughby-Booth  
Michael Edwards

20 October 2005