

Health Professions Council

Visitors' report

Name of education provider	University of Derby
Name and titles of programme(s)	MA Art Therapy MA Dramatherapy
Mode of Delivery (FT/PT)	FT
Date of Visit	6-7 February 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	MA Art Therapy Philippa Brown (Art Therapist, Educationalist) Barry Falk (Art Therapist, Clinician) MA Dramatherapy Bruce Bayley (Dramatherapy, Clinician) Donald Wetherick (Music Therapist, Educationalist)
HPC Executive officer(s) (in attendance)	Osama Ammar
Joint panel members in attendance (name and delegation):	Dominique Davidson, Faculty Quality Manager (Chair) Hazel Punnett, Administrative Officer (Secretary)

Scope of visit (please tick)

New programme	<input type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>
Programme not visited since publication date of QAA benchmark statement	<input checked="" type="checkbox"/>

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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.

Requirement (please insert detail)	Yes	No	N/A
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"/>

Proposed student cohort intake number please state	MA Art Therapy - 16
	MA Dramatherapy - 12

ALL CONDITIONS MET

The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

GENERIC CONDITIONS

SET 2 *Programme admissions*

The admission procedures must:

2.2.2 apply selection and entry criteria, including criminal convictions checks;

Condition: The programme teams must redraft and resubmit the programme documentation and advertising materials for both the MA Art Therapy and MA Dramatherapy to clearly articulate that the University no longer accepts criminal records checks completed by an applicant's previous employer and that a system of monitoring/declaration of criminal record status is in place.

Reason: The programme team indicated in discussion that the documentation has not been amended to reflect the intention that for the coming academic year neither programme would continue to accept criminal records checks from an applicant's previous employer. Further, though some placement providers required additional criminal records checks prior to placement, the Visitors felt that not all students may be provided with the opportunity to either be checked or declare a change in status of a criminal record unless the University of Derby implemented some form of monitoring process.

SET 3. *Programme management and resource standards*

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

Condition: The programme teams must submit documentation to evidence the physical facilities in place at Britannia Mill for the MA Art Therapy and MA Dramatherapy programmes. The documentary evidence to show the progress of the refurbishment project should contain photographs and a statement of progress relating to relevant art therapy and dramatherapy specific facilities. In particular, for the MA Dramatherapy programme, the programme team must evidence how the historical problem of noise from dramatherapy groups has been overcome.

Reason: At the visit, the panel was shown the new facilities at the Markeaton campus, which can be utilised for both programmes through the University of Derby central timetable. However, the proposed facilities at Britannia Mill campus were not in place as the refurbishment project had not yet commenced. Given the Britannia Mill campus will be the site of profession specific teaching facilities, the Visitors felt that some evidence of completion of this refurbishment process is required.

From the documentation and through discussion, the Visitors also became aware that there were historic problems arising from noise from dramatherapy groups. The Visitors felt that this issue could be tackled in the new facilities and felt the programme team needed to evidence how this was one of considerations made in the refurbishment project.

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 teams must redraft and resubmit the programme documentation for the MA Art Therapy and MA Dramatherapy to clearly articulate in the protocol for obtaining student consent that students may be participating as patients, clients or colleagues.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-02-20	a	APV	APV	Visitors' Report - University of Derby MA Art Therapy-MA Dramatherapy	Final DD: None	Public RD: None

Reason: In the student learning contract, there was not a reference to consent for participation as patient, client or colleague. The Visitors felt within the programme there would be many occasions, such as role-play or reflective group discussions where this consent would need to be obtained.

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.

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

Condition: The programme teams must redraft and resubmit the programme documentation for the MA Art Therapy and MA Dramatherapy to include an objective marking scheme that articulates the attainment of the standards of proficiency for arts therapists within pass criteria.

Reason: In discussion, it became clear the University of Derby were in the process of adding detail to marking schemes throughout the institution as the previous university-wide standard was felt to require more information. The Visitors also felt the programmes required more developed marking schemes in order to ensure students obtained the threshold attainment levels for meeting the standards of proficiency within the boundaries of a pass mark.

6.7.5 Assessment regulations clearly specify requirements for the appointment of at least one external examiner from the relevant part of the Register.

Condition: The programmes teams redraft and resubmit the programme documentation for the MA Art Therapy and MA Dramatherapy to clearly articulate that at least one external examiner must come from the relevant part of the Register.

Reason: The programme documentation indicated the current external examiners for both programmes are appropriately registered, however, to ensure that future appointees are correctly registered, the Visitors felt the definitive programme documentation should make clear this stipulation.

PROGRAMME SPECIFIC CONDITIONS

MA Dramatherapy

SET 3. Programme management and resource standards

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

Condition: The dramatherapy programme team must redraft and resubmit the recommended reading lists from the module descriptors to evidence an update of the library stock to include a wider range of contemporary psycho-analytic and psycho-therapeutic literature.

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Reason: The Visitors felt the recommended reading list did not recommend a sufficient range of psycho-analytic and psycho-therapeutic texts to direct students towards the theoretical basis of, and the range of approaches to, assessment and intervention (SoP 3a.1)

SET 4. Curriculum Standards

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

Condition: The dramatherapy programme team must redraft and resubmit the programme documentation to clearly articulate that students may approach individuals registered with the British Association of Dramatherapists for personal therapy.

Reason: The programme documentation indicated a disparity between the requirements for personal therapy for both programmes. The Visitors felt that dramatherapy students should have the option to seek personal therapy with individuals registered from the relevant professional body in the guidance issued by both programmes.

Deadline for Conditions to be met: 24th May/21st June
Expected dates for submission to ETP/C:

For approval of report: 31st May 2007
For approval of programme: 5th July / 2nd August 2007

GENERIC RECOMMENDATIONS

SET 3. Programme management and resource standards

3.10 A system of academic and pastoral student support must be in place.

Recommendation: The MA Art Therapy and MA Dramatherapy programme teams should consider devolving the personal tutor allocations away from the programme leader and to other members of academic staff.

Reason: Through discussion, it became apparent that the programme leaders for MA Art Therapy and MA Dramatherapy were both personal tutors to all students registered on the respective programmes. Also through discussion, it was clear that students utilised all staff associated with the programmes for academic and pastoral support. Accordingly, the Visitors felt the workload could be appropriately spread amongst the academic staff.

SET 5. Practice placements standards

5.7.2 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the timings and the duration of any placement experience and associated records to be maintained;

Recommendation: The MA Art Therapy and MA Dramatherapy should consider relocating the workload for clinical placement co-ordination away from the programme leader.

Reason: Through discussion, it became clear there were historic problems with placement co-ordination. Although much work had been done to ensure placement allocation occurred on time, the Visitors felt that by devolving the responsibility for placement co-ordination to another member of staff, improvements would be accelerated as more time could be dedicated to placement co-ordination.

5.8.3 Unless other arrangements are agreed, practice placement educators undertake appropriate practice placement educator training.

5.9 There must be collaboration between the education provider and practice placement providers.

Recommendation: The MA Art therapy and MA Dramatherapy programme teams should consider developing a more comprehensive agenda for training opportunities for placement providers.

Reason: Through discussion with the placement providers, it became clear, although attendance at training days is difficult to achieve owing to work commitments, placement providers would value the opportunity to attend the University for a full day of training. It was also suggested that the placement providers would appreciate the academic discussion of current practice at these events to add value.

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.

Recommendation: The programme team should consider other forms of assessment across a range of assessment types throughout the whole programme.

Reason: The Visitors felt the programme exhibited an over-dependency on written essays as a method of assessment when other assessment methods might be utilised. In particular, through discussion the students suggested they would be very much in favour of differing assessment methods, such as tutor assessment within supervision groups or assessment of a solo autobiographical performance.

PROGRAMME SPECIFIC RECOMMENDATIONS

MA Dramatherapy

SET 4. Curriculum Standards

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.

Recommendation: The dramatherapy programme team should accelerate the development in the programme of wider theoretical perspectives from a variety of psycho-analytic and psycho-therapeutic theories.

Reason: The Visitors noted the achievements of developing an integrated approach in the dramatherapy programme. However, it was felt that this should be accelerated to give students greater access to a wider range of theories.

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

Recommendation: The dramatherapy programme team should review the group size for year 1 supervision groups and tutorials.

Reason: The Visitors felt the current number of students in supervision groups for dramatherapy was significantly higher than they would normally expect. The Visitors

considered that smaller groups would aid the reflective process by ensuring individuals all had greater opportunity to contribute to discussion.

ALL CONDITIONS MET

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COMMENDATIONS

The Visitors commend:

- the enormous volume of work channelled into ensuring consistency in placement co-ordination over the last two years and the hard work of the wider programme teams.
- the lively, enthusiastic and honest student group whom were met in the meeting with students.
- the placement providers for their high level of awareness of their responsibilities for teaching and learning and their evident satisfaction with and commitment to the working relationship with University of Derby

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

MA Art Therapy

Philippa Brown
Barry Falk

MA Dramatherapy

Bruce Bayely
Donald Wetherick

Date: 19/02/07