

**Approvals Committee Panel  
2 February 2006**

**Education Department  
Programmes for Approval**

**Introduction**

Attached are Visitor's final conditions reports for the programmes which require approval by the Committee

<b>Education Provider</b>	<b>Programme Name</b>	<b>Mode of Delivery</b>	<b>Comments/Date</b>
The University of Roehampton	MA in Dramatherapy	PT	

**Decision**

The Committee is asked to **approve** the above programmes upon recommendation from the HPC visitors in attendance at the event.

**Background information**

None

**Resource implications**

None

**Financial implications**

None

**Background to papers**

None

**Appendices**

Visitor Reports and condition reports for the above programmes.

Health Professionals Council  
Department of Education and Policy

**Final Conditions Report**

<b>Name of education provider</b>	Roehampton University
<b>Name and titles of programme(s)</b>	MA Dramatherapy
<b>Date of event</b>	21 & 22 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>	Dr Bruce Howard Bayley, (Dramatherapist) Mr Michael Edwards, (Art Therapist) Mr Simon Willoughby-Booth (Art Therapist)
<b>HPC Executive officer(s) (in attendance)</b>	Ms Fiona Nixon Ms Sharon Woolf
<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 type="checkbox"/>
<b>Major change to existing programme</b>	<input checked="" type="checkbox"/>
<b>Visit initiated through Annual Monitoring</b>	<input type="checkbox"/>

**Part 1.**

**1.1 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 planning 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"/>

**1.2 Confirmation of facilities inspected**

	yes	No
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.**

Requirement (please insert detail)	yes	No	n/a
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Proposed student cohort intake number please state</b>	17 (total numbers including returning students 2nd years etc.) 46.
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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:** Explicit information given to students who might wish to apply for the course needs to contain information about what the Induction would entail.

**Reason:** All prospective students need to be able to make a clear informed choice.

<b>Condition Met</b>
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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:** Explicit information given to students who might wish to apply for the course needs to include entry level requirements for English language.

**Reason:** All prospective students need to be informed about the level of proficiency in English language required.

<b>Condition Met</b>
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**Condition 3**

**SET 2 Programme admissions**

**2.2 apply selection and entry criteria, including**

**2.2.2 criminal convictions checks;**

**Condition:** Explicit information should be given to students *on application* as to when the CRB check will need to be done.

**Reason:** All students applying for the course need to be clearly informed about all requirements.

**Condition Met**

**Condition 4**

**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 needs to get written consent from students to participate in practical, teaching and clinical placement situations

**Reason:** To ensure the protection of both the students and the institution.  
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.

**Condition Met**

**Condition 5**

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

**3.8 The facilities needed to ensure the welfare & well being of students must be both adequate & accessible**

**Condition:** Written confirmation is required that the access issues to the first floor designated dramatherapy space will be addressed in refurbishment plans.

**Reason:** To ensure accessibility of the space for students with mobility difficulties.

**Condition Met**

**Condition 6**

**SET 5. Practice placements standards**

**5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.**

**Condition:** The Programme Team needs to articulate the approval & monitoring of placements and how they will be reviewed

**Reason:** While it became clear in the discussion at the event it is not at all clear in the documentation.

**Condition Met**

**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:**

**Condition:** The Programme Team needs to articulate how 1<sup>st</sup> year students obtain placements & the responsibility of the students therein.

**Reason:** It is not at all clearly documented and the institution has a responsibility to ensure that students are clearly aware of this.

**Condition Met**

**Condition 8**

**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**

**Condition:** The Programme Team needs to expand on the guidance for 2<sup>nd</sup> & 3<sup>rd</sup> year students with regard to placements such that they will receive support from the institution should they experience difficulties finding a placement.

**Reason:** It is not at all clearly documented and the institution has a responsibility to ensure that students are clearly aware of this.

**Condition Met**

**Condition 9**

**SET 5. Practice placements standards**

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

**Condition:** The Programme Team needs to articulate the re-sit opportunities to students failing placements & the maximum no. of times students can re-sit placements

**Reason:** It is not at all clearly documented and the institution has a responsibility to ensure that students are clearly aware of this.

**Condition Met**

**Condition 10**

**SET 5. Practice placements standards**

**5.7.5 communication and lines of responsibility.**

**Condition:** In the light of information given to the visitors by Placement Managers & Supervisors, the institution needs to clarify Page 15 of the Placement Information Pack with respect to the contact/non-contact element of placement co-ordination.

**Reason:** There appear to be fundamental discrepancies here and they need to be clarified.

**Condition Met**

**Condition 11**

**SET 5. Practice placements standards**

**5.8 Unless other arrangements are agreed, practice placement educators**

**5.8.2 must be appropriately registered**

**Condition:** Within the Placement Information Pack, under the definition of "Supervisor", it needs to explicitly state that a Supervisor should be a qualified & registered dramatherapist

**Reason:** It is not so stated.

**Condition met:**

**Condition 12**

**SET 5. Practice placements standards**

**5.8 Unless other arrangements are agreed, practice placement educators:**

**5.8.3 undertake appropriate practice placement educator training.**

**Condition:** The institution is required to develop a plan of how it intends to introduce more formal training for placement managers & supervisors over time & to report this in the next Annual Monitoring Review.

**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.

**Condition Met**

**Condition 13**

**SET 6. Assessment Standards**

**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.**

**Condition:** The Programme team is required to modify the Placement Managers Report to reflect more closely the MA Art Therapy model assessing against objective criteria to ensure that the Standards of Proficiency are explicitly assessed within the placement practice and to link this to student progression.

**Reason:** The present Placement Managers Report does not make such linked assessments to the required Standards of Proficiency which is fundamental to fitness to practice

**Condition Met**

**Condition 14**

**SET 6. Assessment Standards**

**6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.**

**Condition:** The Programme Team needs to articulate in the Student Handbook how the various assessment elements function within the 360 degree continuous assessment procedures.

**Reason:** The effectiveness of the standard of on-going assessments needs to be assured and the students need to be informed clearly about how these various elements within continuous assessments function.

**Condition Met**

**Condition 15**

**SET 6. Assessment Standards**

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

**Condition:** The Programme Team needs to articulate how the assessment of the placement element is formally included in the assessment within modules.

**Reason:** Effective mechanisms need to be in place linking practice assessments with assessments of other learning and the relevant documentation needs to effectively show this clearly.

**Condition Met**

**To be submitted to Approvals Committee on: 12 January 2006**

**Visitors' signatures:**

**Simon Willoughby Booth  
Michael Edwards  
Bruce Bayley**

**Date: 06/01/06**