

## Visitors' report

<b>Name of education provider</b>	Anglia Ruskin University
<b>Programme name</b>	MA Dramatherapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of HPC Register</b>	Arts therapist
<b>Relevant modality / domain</b>	Drama therapy
<b>Date of visit</b>	11 – 12 May 2010

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 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 keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 26 August 2010. At the Committee meeting on 26 August 2010, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider validated the programme. The education provider and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider, outlines their decisions on the programme's status.

## Visit details

Name of HPC visitors and profession	Dianne Gammage (Drama therapist) Simon Willoughby-Booth (Art therapist)
HPC executive officer(s) (in attendance)	Ruth Wood
Proposed student numbers	10 per cohort
Proposed start date of programme approval	13 September 2010
Chair	Robin Jennings (Anglia Ruskin University)
Secretary	Richard Monk (Anglia Ruskin University)
Members of the joint panel	Andy Stevens (Internal Panel Member) Jon Svensson (Internal Panel Member) Madeline Andersen-Warren (External Panel Member)

## Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice Placement Handbook for MA Music Therapy Programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Handbook for MA Music Therapy Programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years for MA Music Therapy Programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review the Practice Placement Handbook prior to the visit as the education provider did not submit it. The document will be based on the existing MA Music Therapy Practice Placement Handbook. The final document will not be produced until after the education provider has completed the internal validation process.

The HPC did not review the Student Handbook prior to the visit as the education provider did not submit it. The document will be based on the existing MA Music Therapy Student Handbook. The document will not be produced until after the education provider has completed the internal validation process.

The HPC did not review External examiners' reports from the last two years prior to the visit as there is currently no external examiner as the programme is new.

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The HPC met with students from the BA (Hons) Drama, MA Music Therapy and PhD Music Therapy programmes as the programme seeking approval currently does not have any students enrolled on it.

## Recommended outcome

To recommend a programme for 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 meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 51 of the SETs have been met and that conditions should be set on the remaining 6 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

## Conditions

### **3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.**

**Condition:** The education provider must provide clear information on the named pathway leader for this programme.

**Reason:** The named person who has professional responsibility for this programme as required by the HPC has already been named, the visitors are satisfied that this person is appropriately qualified and experienced and is on the relevant part of the register. This programme leader in liaison with a pathway leader will have day to day responsibility for the programme. At the time of the visit, recruitment for the pathway leader position had not taken place. The notice for advertising the post was due to go out but had not done so. The visitors require the education provider to submit information (such as the curriculum vitae or other information on qualifications and experience) about the pathway leader for this programme to ensure this standard is met.

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

**Condition:** The education provider must submit programme specific documentation that accurately reflects the HPC's position regarding mandatory attendance requirements of the programme as specified in the handbook.

**Reason:** Some of the documentation provided prior to the visit was for an existing MA Music Therapy programme already running. This documentation had incorrect information in the Student handbook in that it stated "The Health Professions Council, The Association of Professional Music Therapists and the University require that all music therapy students are involved in individual personal therapy whilst training" (Page 54 and 55). The HPC does not make this requirement for students and this therefore gives students incorrect information. The visitors therefore require the education provider submit programme specific documentation that does not make this statement for students in this important resource.

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

**Condition:** The education provider must submit programme specific documentation that includes information that clearly articulates the meaning of "personal therapy" and includes associated information.

**Reason:** Some documentation provided prior to the visit was for an existing MA Music Therapy programme already running. The documentation provided to students is a valuable resource of information for the students to use throughout the programme. The documentation made mention of personal therapy that students must undertake which did not explain in detail what this entailed or other

associated information. The visitors considered information such as what the personal therapy entails, when and where it takes place in the programme, if and when it is compulsory, what the education provider will contribute and any associated costs, to be important for students when considering all aspects of the programme. For greater clarity, the visitors therefore require the education provider to submit programme specific documentation which includes information such as the above to clearly articulate the meaning of “personal therapy” and associated information.

**5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:**

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

**Condition:** The education provider must submit programme specific documentation that clearly articulates the procedures for communication, lines of responsibility and descriptions of the roles of all persons involved in the supervision and placement experience for students, practice placement providers and practice placement educators.

**Reason:** Some of the documentation provided prior to the visit was for an existing MA Music Therapy programme already running. Within this documentation it was unclear who would hold clinical responsibility for students under supervision bearing in mind there could be several different types of supervision occurring (at the placement, at the education provider and externally outside of placements or education provider). Discussions with the students and practice placement educators highlighted the procedures were not fully communicated causing confusions with the issue of clinical responsibility for clients/patients. During discussions, the education provider highlighted a placement contract between the supervisor, student and education provider. The differing roles held at the placements and by the supervisors caused further confusion as to who was supposed to sign the contract and take on clinical responsibility for patient-related work undertaken by the student (roles such as the placement managers, placement supervisors, external supervisors, personal tutors and the pathway leader). The visitors therefore require the education provider to submit programme specific documentation that clearly articulates the procedures for communication, lines of responsibility and descriptions of the roles of all persons involved in the supervision and placement experience of the students.

**6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HPC protected title or part of the Register in their named award.**

**Condition:** The education provider must submit programme specific documentation that includes information regarding their exit award policy.

**Reason:** Some of the documentation provided prior to the visit was for an existing MA Music Therapy programme already running. This documentation had no clear mention of any exit award policies. Upon further discussions at the visit it became clear that the education provider did not intend to use exit awards for this programme, they intended to present those who did not complete all aspects of the programme with a certificate of credits. This information should be communicated to students. For clarity for the students the visitors require programme specific documentation to be submitted that clearly includes this information.

#### **6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.**

**Condition:** The education provider must submit programme specific documentation that includes information regarding their aegrotat award policy.

**Reason:** Some of the documentation provided prior to the visit was for an existing MA Music Therapy programme already running. This documentation had no clear mention of any aegrotat award policies. Upon further discussions at the visit it became clear that the education provider did not intend to use aegrotat awards for this programme. This information should be communicated to students. For clarity for the students the visitors require programme specific documentation to be submitted that clearly includes this information.

#### **6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.**

**Condition:** The education provider must submit programme specific documentation to clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register or propose alternative arrangements with the HPC.

**Reason:** Some of the documentation provided prior to the visit was for an existing MA Music Therapy programme already running. In this documentation there was insufficient detail regarding the appointment requirements for external examiners. Discussions at the visit clarified that the planned external examiner for this programme would be from the relevant part of the Register. The visitors were satisfied with this information but for clarity require the education provider to submit the programme specific documentation to include clear reference to this standard of education and training.

## Recommendations

### **2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.**

**Recommendation:** The visitors wish to recommend the education provider continually review how admissions procedures for this programme apply selection and entry criteria including a good command of reading, writing and spoken English.

**Reason:** The documentation provided prior to the visit detailed the admissions procedures selection and entry criteria for this programme including a good command of reading, writing and spoken English. The discussions at the visit with the programme team highlighted they anticipated a significant number of overseas applicants to the programme. Discussions with students from other similar programmes running highlighted that English language support was available for students. In light of the potentially high number of applicants who do not have English as their first language the visitors recommend the education provider keep the selection and entry criteria and the English language support for this programme under review.

### **3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.**

**Recommendation:** The visitors wish to recommend the education provider continually review the IT facilities on campus and consider highlighting more prominently the IT facilities available to students within the faculty building.

**Reason:** Discussions with the students at the visit indicated they found the number of computers held at the library for personal study insufficient for the number of students and this limited the amount of access they had. Discussions with the programme team indicated there were other rooms in the faculty building dedicated for computers which students could use for personal study whenever they wished. The visitors wish to recommend the education provider continually review the access to existing IT facilities on campus and consider highlighting more prominently the IT facilities available to students within the faculty building.

### **3.12 There must be a system of academic and pastoral student support in place.**

**Recommendation:** The visitors wish to recommend the education provider consider including a mentoring system for students of this programme in both the education and the placement setting.

**Reason:** The documentation provided prior to the visit was for an existing MA Music Therapy programme already running. In this documentation and confirmed at the visit there was a system in place for mentoring students within the education setting. Discussions at the visit indicated the programme team were

thinking of running this again for this new programme and also of extending this to the placement setting too. The visitors noted that in the education setting this would be considered good practice in academic and pastoral support and would positively encourage the education provider to consider extending this mentoring to include the placement setting also.

#### **4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.**

**Recommendation:** The visitors wish to recommend the education provider continually review the application of the interprofessional learning aspects of the programme.

**Reason:** The introduction of this new programme is to be taught alongside an already existing MA Music Therapy programme with four of the five modules to be taught interprofessionally with the existing programme. The visitors were satisfied the taught content as described in the module descriptors will adequately address the profession-specific skills and knowledge of each professional group. In light of the long standing existing MA Music Therapy programme the visitors wish to recommend the education provider continually review the interprofessional taught aspects of the programme. Reviewing the interprofessional teaching will help the profession-specific skills and knowledge of each professional group to be equally taught whilst the newer programme becomes more established. Continually reviewing will also help both professions to maintain the equal level as they continue to be taught in the future.

#### **5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.**

**Recommendation:** The visitors wish to recommend the education provider consider using the model of the community based clinic as managed in the existing MA Music Therapy programme.

**Reason:** During the visit the visitors were shown the community based clinic located on the campus which could be used by students from the already existing MA Music Therapy programme as a placement experience. Discussions with the programme team indicated they were keen to introduce this to the new programme either as a separate drama therapy clinic or as a combined music and drama therapy clinic. The visitors were impressed by the clinic being open to the local community, giving the opportunity for access to this type of service which they otherwise would not have had. They felt the clinic also served to bring the community into the programme benefiting the service users, the students, the education provider and the local community as a whole. The visitors wish to recommend the education provider continue with its deliberations on how to introduce this clinic to this new programme as a placement and support the education providers endeavour to run the clinic on site at the campus.

**6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.**

**Recommendation:** The visitors wish to recommend the education provider consider reviewing the role of the external examiner in assessment and highlighting more prominently the roles of the external examiner in the programme documentation.

**Reason:** The module descriptors provided at the visit indicated there was to be an assessment carried out by the external examiner (MDF – AF460001D Clinical Placements & Experiential Development (1)). Discussions at the visit indicated that this statement was incorrect and the external examiner would be assessing alongside a team member. From reading the documents the visitors were concerned the moderating role of the examiner would be conflicting with the assessment role. The visitors recommend the education provider explain more clearly within the documentation the roles of the external examiner to avoid confusion. The visitors also recommend the education provider review their use of external examiners in assessment to avoid any potential conflicts of interest that the current use may incur.

Dianne Gammage  
Simon Willoughby-Booth