

## Major change visitors' report

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### Section one: Programme details

Name of education provider	University of South Wales
Programme title	MA Art Psychotherapy
Mode of delivery	Part time
Relevant part of the HCPC Register	Arts therapist
Relevant modality	Art therapist
Date of submission to the HCPC	13 June 2017
Name and role of HCPC visitors	Janek Dubowski (Art therapist) Elaine Streeter (Music therapist)
HCPC executive	Mandy Hargood

### Section two: Submission details

#### Summary of change

SET 4: Curriculum  
 SET 5: Practice placements  
 SET 6: Assessment

The education provider has advised the HCPC that there have been revisions to the assessments and learning outcomes for the programme. The changes have been made to reflect that the credits for the programme have been more equally spread throughout the programme. The changes will impact across the programme including practice placements. The changes have been made in response to various stakeholder feedback.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack

- Major change SETs mapping document (completed by education provider)
- Programme specification
- Art therapy programme revalidation document
- Assessment tariff document

### **Section three: Additional documentation**

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

#### **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.**

**Reason:** The visitors reviewed the documentation provided by the education provider that detailed the changes to the practice placements for the programme. However from their reading the visitors could not see how the learning outcomes across the practice placements for the three years of the placement worked. The visitors were also unclear how the credits for the placements worked. Therefore the visitors want evidence that clearly demonstrates how the practice placements work in terms of what learning outcomes are to be achieved on placement and whether there are credits for the practice placements and how progress is objectively assessed.

**Suggested evidence:** Evidence that clearly outlines the learning outcomes for the practice placements across the programme and also whether there are credits associated with the placements, and, if so, a description of the objective assessment methods employed to ensure progress is achieved..

#### **6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.**

**Reason:** The visitors from their reading of the documentation provider were unclear how students progressed throughout the programme as the learning outcomes for the practice placements across the programme were unclear. As such the visitors require evidence that demonstrates how the learning outcomes for the practice placement ensure that the students are aware of how they can progress and achieve within the programme.

**Suggested evidence:** Documentation that clearly demonstrate that students are aware of the learning outcomes and methods of objectively assessing learning outcomes so as to achieve progress across all years. A placement handbook could be supplied as evidence for example.

#### **Section four: Recommendation of the visitors**

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.

The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.