

Health Professions Council

Visitors' report

Name of education provider	Centre of Psychotherapy
Validating body	University of East London
Name and titles of programme(s)	MSc Art Psychotherapy
Mode of delivery (FT/PT)	Part-time
Date of visit	3 & 4 July 2007
Proposed date of approval to commence	February 2008
Name of HPC visitors attending (including member type and professional area)	Susan Hogan (Art Therapist) Simon Willoughby-Booth (Art Therapist)
HPC executive officer(s) (in attendance)	Abigail Creighton
Joint panel members in attendance (name and delegation):	Rosemary Kilpatrick (Chair) Charlene Lam (Secretary)

Scope of visit (please tick)

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>
New Profession	<input 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 final year students on MA Art Therapy run by Queen's University Belfast)	<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"/>

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	16 (intake every two years)
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PROGRAMME APPROVED: ALL CONDITIONS MET

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

CONDITIONS

SET 3. *Programme management and resource standards*

3.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider must provide written confirmation that the University of East London (UEL) has successfully validated the programme and that a final version of the memorandum of cooperation has been agreed and signed by both partners.

Reason: The visitors received a draft report from the UEL validation meeting on 5 June 2007 and noted that there were a number of conditions which were due to be responded to in August 2007. During the meeting with the programme team, the UEL representative explained that progress had already been made to address a number of the conditions and that final approval from the UEL was likely to occur in September 2007. The visitors received a draft copy of the memorandum of cooperation prior to the visit and received verbal confirmation from the UEL representative at the visit that a final version had already been signed already. The visitors acknowledged the progress that had been made since the UEL validation event and were confident that the programme would receive institutional approval from the UEL. However, given the critical role of the UEL, they felt that final written confirmation of the partnership was needed to guarantee the security of the programme.

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

Condition: The education provider must clarify which members of the programme team will act as personal tutors and what contingency plans are in place for replacing the Programme Leader in the event of any unforeseen absence.

Reason: The visitors received CVs of the programme team prior to the visit and in the meeting with the programme team; they talked through the roles that the individual members would play in terms of the teaching and management of the programme. The visitors welcomed the personal tutor system detailed in the programme documentation, but were unclear which members of the programme team would be acting as personal tutors and how their contracted hours (predominantly part-time and sessional) would allow for them to act as effective tutors to students outside the contact hours allocated to the programme.

During the meeting with students, the students explained how the MA Art Therapy programme run by Queen's University Belfast relied heavily on the programme leader and gave examples of when the programme leader's sickness had had a negative impact on the programme delivery. Whilst the visitors recognised that this proposed programme would be run by a different education provider and sensed a great deal of support from the staff based at the Centre of Psychotherapy, they acknowledged that the programme leader still played a pivotal role and without them the programme could be in a vulnerable position.

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

Condition: The education provider must provide evidence of their staff development policy and it should cover both continuing professional and research development.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-11-13	c	EDU	APV	Visitors report - CFP - MSc AP (with watermark)	Final DD: None	Public RD: None

Reason: During the meetings with both the senior team and programme team, the visitors discussed the policies and opportunities for staff development. The senior team from the Centre of Psychotherapy gave examples of the types of ongoing clinical continuing professional development which were available through the Centre of Psychotherapy and the wider Belfast Health and Social Care Trust. The UEL representative explained that UEL would not expect the Centre of Psychotherapy to follow the UEL staff development policy, but instead to have an equivalent staff development policy in place. The UEL representative confirmed that the UEL would invite programme team members to attend UEL events, if appropriate and feasible. This echoed the draft memorandum of cooperation which said that the Centre of Psychotherapy were responsible for providing staff development course(s) and project(s) with the co-operation of UEL. The visitors agreed that the Centre of Psychotherapy needed to formulate their staff development policy and that it should cover academic and research development as well as clinical development, so that staff can continue to deliver an effective programme.

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 education provider must provide evidence of the protocol used to obtain students consent.

Reason: In the meeting with the programme team, the visitors discussed the activities that students would be participating in on the programme and it was agreed that it was necessary to obtain their consent. As there is no system in place for gaining students' consent, it was agreed that one needed to be created (e.g. consent form and guidelines).

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 programme team must provide a list of core texts and journals and confirmation that they are available on site, either in hard copy or electronically. In addition, the programme team must clarify the quantity and reserving/borrowing arrangements for these resources.

Reason: During the tour of facilities, the visitors saw the current stock of books in the library and learnt about the existing reserving/borrowing arrangements. The programme team explained that they hoped to increase the library stock, following the donation of art therapy specific resources from both NIGAT (Northern Ireland Group for Art as Therapy – a local registered charity) and Queens University Belfast. It was noted that the Head of School at Queens University Belfast had agreed to this in principle, but there was no written confirmation at this stage.

In the meeting with the programme team, the visitors were informed of ongoing discussions between the Centre of Psychotherapy and Queens University Belfast regarding the access and usage of Queens University Belfast's book currently located in the Belfast Health and Social Care Trust. The programme team were hoping that students would be able to access these resources, either as honorary members of the Trust or through inter-library loans.

It was also explained that as the programme leader would remain an employee of the Queens University Belfast, then this would provide an avenue for utilising resources available at Queens University Belfast. Whilst this was certainly allowed staff access to resources, the visitors were aware of the reliance and pressure that this could place on the programme leader, if this became a main channel for students accessing books.

Prior to the visit, the visitors had noted that the UEL validation had insisted on the installation of a minimum of 6 PCs and the visitors saw where these would be located on the tour. During

the meeting the programme team, the UEL representative further explained the access that students would have to UEL resources electronically. This included access to UEL library and virtual learning environment and an Athens account for each student. The Centre of Psychotherapy also intends to create a specific website for the Centre, which will allow them to pull together the range of resources available students.

Whilst the visitors were encouraged by the progress and plans to date, they wished to receive confirmation that all the core texts and journals (already identified in the module booklets) would be available and accessible to students. The visitors also wished to see that the number and loan arrangements (e.g. reference only, short term, open electronic access) were appropriate for the student body.

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.

Condition: The programme team must provide evidence of where the following standards of proficiency in 3a.1 are met –

- understand how uses of the arts in arts therapy differs from uses of the arts for other purposes
- know theories of group work and the management of group process
- recognise methods of distinguishing between human health and sickness, including diagnosis, symptoms and treatment, particularly of mental health disorders and learning disabilities and be able to critique these systems of knowledge from different socio-cultural perspectives
- understand that while art therapy has a number of frames of reference, they must adopt a coherent approach to their therapy, including the relationship between theory and practice and the relevant aspects of connected disciplines including visual arts, aesthetics, anthropology, psychology, psychiatry, sociology, psychotherapy and medicine

Reason: In the meeting with the programme team, the visitors discussed where the students were taught and assessed in these particular standards. Discussion focused on where 'theories of group work', the ability 'to critique systems of knowledge from different socio-cultural perspectives' and the 'connected disciplines of aesthetics, anthropology and sociology' were reflected in the learning outcomes. In particular, the visitors' queries how the learning outcomes addressed core art psychotherapy theory as it relates to group processes. The programme team provided examples of how these areas were incorporated into the curriculum. However, the visitors felt that the documentation needed to be amended so that it was explicit from the learning outcomes that they standards were guaranteed to be met by all graduates.

SET 5. Practice placements standards

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

Condition: The programme team must provide evidence of the proposed training for practice placement educators. This should include the details of the content, length, form and frequency.

Reason: Prior to the visit, the visitors received the Clinical Handbook for Practicum and were pleased with the content and style of the handbook. In the meeting with the placement providers and educators, the visitors received feedback from the placement educators on how

they used the handbook and the other opportunities available to them to learn about the role and expectations of being a placement supervisor. Each placement educator currently receives the handbook and a half day induction. There is no formal training and no refresher training.

In the meeting with the placement providers and educators, the visitors were informed of how the Centre of Psychotherapy found new placements and how difficult it was in Northern Ireland to find a large number of placements with Art Therapists/Art Psychotherapists. That said, the Centre of Psychotherapy explained that they had no problems securing placements in areas which do not have existing art therapy provision and there was rarely a problem with finding appropriate placement educators. Most placement educators had experience of supervising students from other health care professions. The visitors felt that it was important that all placement educators received some kind of formal training from the Centre of Psychotherapy so that they were aware of the academic and professional components of the MSc programme, the role and regulation of Art Therapists/Art Psychotherapists and the key responsibility that placement supervisors had in contributing towards a student's fitness to practise.

Deadline for conditions to be met: 27 September 2007

Expected date visitors' report submitted to Panel for approval: September 2007

Expected date programme submitted to Panel for approval: October 2007

PROGRAMME APPROVED: ALL CONDITIONS MET

RECOMMENDATIONS

SET 3. Programme management and resource standards

3.8 The facilities needed to ensure the welfare and well-being of students must be both adequate and accessible.

Recommendation: The programme team should consider revising the information available to students so that it is clearer about the range of welfare facilities available to them.

Reason: During the meeting with the senior team, the visitors were informed of a much wider range of facilities that were available to support the welfare and well being of students, than was detailed in the student handbook. Students will be able to access the facilities for staff at Belfast Health and Social Care Trust as they will hold honorary contracts and they will also be able to utilise online support from UEL. NIGAT and the BAAT regional group are also both open to students. The visitors felt that the documentation could be strengthened to reflect the wide range of facilities available to them.

SET 5. Practice placements standards

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

Recommendation: The programme team should consider formulating the mechanism for obtaining student feedback on placements and incorporating it into the wider system of monitoring.

Reason: During the meeting with the placement providers and educators, the visitors learnt how students informally feedback on placements to the members of the programme team. In the meeting with the students from Queens University Belfast, the students suggested that the Centre of Psychotherapy canvas student opinions on placements as this did not currently happen. They completed questionnaires on the academic components of the programme, but not the practical components. The visitors discussed student feedback on placements with the programme team and they were confident that student feedback was considered, but they felt that it could be formally collected, analysed and acted on.

SET 6. Assessment standards

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.

Recommendation: The programme team should consider revising the information available to students so that it is clearer how UEL's professional suitability panel would operate for this programme.

Reason: In the documentation and draft memorandum of cooperation, references were made to the professional suitability panel and procedures of UEL. In the meeting with the programme team, the visitors queried how the professional suitability panel would operate in practice, given the geographical locations and the uncertainties in the draft memorandum of cooperation. The programme team and the UEL representative were unclear of the remit and policies relating to UEL's professional suitability panel and unable to confirm how it would work in practise at the Centre of Psychotherapy. Therefore, the visitors felt that the documentation should be revised so that it was accurate and clear for students. The visitors recommended that the documentation either explained how the panel would operate in

practice or that the documentation removed references to the panel, if the programme was not intending to use this UEL procedure.

COMMENDATIONS

- The visitors wished to commend the content and design of module 3 'Working with Diversity'.
- The visitors wished to commend the positive feedback on the support students received by the programme leader.
- The visitors wished to commend the Clinical Handbook for Practicum.
- The visitors wished to commend the commitment from the Centre of Psychotherapy and the staff team on this existing and innovative development for Northern Ireland.

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:

Susan Hogan

Simon Willoughy-Booth

Date: 13 July 2007