

HCPC approval process report

Education provider	University of Ulster
Name of programme(s)	MSc Art Therapy, FT (Full time) MSc Art Therapy, PT (Part time)
Approval visit date	31 January – 1 February 2018
Case reference	CAS-12174-G7V8B8

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Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Janek Dubowski	Arts therapist - Art therapist
Elaine Streeter	Arts therapist - Music therapist
Diane Whitlock	Lay
Jasmine Oduro-Bonsrah	HCPC executive

Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Heather Farley	Independent chair (supplied by the education provider)	University of Ulster
Brian McArthur	Secretary (supplied by the education provider)	University of Ulster
Edel O'Neill	Internal validation panel member	University of Ulster

Hayley Berman	External validation panel member	University of Hertfordshire
Kirsty McTaggart	External validation panel member	University of Derby

Section 2: Programme details

Programme name	MSc Art Therapy
Mode of study	FT (Full time)
Profession	Arts therapist
Modality	Art therapist
First intake	September 2018
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	APP01791

Programme name	MSc Art Therapy
Mode of study	PT (Part time)
Profession	Arts therapist
Modality	Art therapist
First intake	September 2018
Maximum learner cohort	Up to 9
Intakes per year	1
Assessment reference	APP01792

We undertook this assessment of new programmes proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	Yes	
Handbook for practice based learning	Yes	
Completed education standards	Yes	

mapping document		
Completed proficiency standards mapping document	Yes	
Curriculum vitae for relevant staff	Yes	
External examiners' reports for the last two years, if applicable	Not Required	This is a new programme and therefore does not currently have external examiners.

We also expect to meet the following groups at approval visits:

Group	Met	Comments
Learners	Yes	The visitors met with learners from the HCPC approved BSc (Hons) Speech and Language therapy programme at the education provider.
Senior staff	Yes	
Practice education providers and educators	Yes	
Service users and carers (and / or their representatives)	No	The education provider did not provide anyone for this meeting, as they could not identify any service users and carers appropriate for the programme.
Programme team	Yes	
Facilities and resources	Yes	

Section 4: Outcome from first review

Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 01 May 2018.

3.1 The programme must be sustainable and fit for purpose.

Condition: The education provider must demonstrate that there are plans in place to ensure the ongoing sustainability for the programme.

Reason: For this standard the visitors were directed to the Definitive Programme Specification, Clinical Handbook for Practicums and the Ulster University business plan. From the documentation, the visitors noted that the learners will be fee paying. However, they were unclear whether the fees would cover all the costs of the programme. The visitors were not provided with the business plan referenced and therefore, could not determine whether that document would have demonstrated that the programme is and will be sustainable. In the senior team meeting, the visitors learnt that the programme will be delivered from the Belfast school of Art and will join the suite of new MSc programmes being developed for the school.

Additionally, in the senior team meeting, the visitors learnt that the Belfast School of Art was awarded a £5 million investment over a three-year period and that part of this investment has gone into the development of this programme. The visitors were however unsure how the investment has been used to develop this programme, if it will be used for the programme moving forward and how this programme will be sustained at the end of the three-year period. From the documentation provided, the visitors could not determine what the plans are for the programme or what commitment there was for the programme. The visitors therefore require evidence to demonstrate that this programme is sustainable and will continue to be sustainable.

3.2 The programme must be effectively managed.

Condition: The education provider must outline the roles and responsibilities of those who will be contributing to programme to ensure it is effectively managed,

Reason: To evidence this standard the visitors were directed to the Definitive Programme Specification and Contacts for the Belfast School of Art. At the visit the education provider highlighted a list of roles that will be dedicated to the programme, including a placement coordinator and module coordinators. At the visit, the visitors received documentation which briefly outlined what the responsibilities of these staff members will be. However, from the document provided, the visitors could not determine the full scope of what duties these members of staff will be carrying out. Furthermore, the visitors received no information which highlights whether these members of staff are currently in place, or what plans there are to ensure these staff members will be in place before the programme starts. The education provider must therefore outline the roles and responsibilities of those contributing to the programme to ensure it is effectively managed.

3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Condition: The education provider must demonstrate that there is an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Reason: For this standard the visitors were directed to the Definitive Programme Specification and Clinical handbook, which highlighted the programme structure and past placements, for a previously approved HCPC programme, at a different education provider in Belfast. At the visit were given a list of potential practice-based learning providers. In the practice education provider meeting, the practice educators informed the visitors that they will “be willing to offer” practice-based learning. The programme team explained that the practice education providers had all verbally agreed to provide

practice education opportunities for all learners on the programme. This standard requires that there is an effective process in place to ensure the availability and capacity of practice-based learning. However, through the process the visitors were not shown a process, but were rather given verbal assurances that there would be practice learning available for learners. The education provider must therefore provide evidence to demonstrate there is an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

3.7 Service users and carers must be involved in the programme.

Condition: The education provider must ensure that service users and carers are involved in the programme.

Reason: From a review of the documentation and discussions at the visit, the visitors could not determine how service users and carers will be involved in the programme. To evidence this standard, the visitors were directed to the client evaluation in the Student Handbook and Definitive Programme Specification. The programme team informed the visitors that the purpose of the client evaluation was to gain feedback from service users about the service provided by learners whilst out on their practice-based learning. The visitors were unclear how feedback from service users and carers on learners' performance will contribute to the programme or ensure service user involvement in the programme itself. When we use the term involvement, we mean that service users and carers must be able to contribute to the programme in a meaningful way.

The visitors were further informed that the practice-based learning areas have service user groups and therefore the 'clients' from these groups would be involved in the programme. The visitors however, were unclear how these groups would ensure service users and carers would be involved in the programme itself. There was no evidence to demonstrate who the service users and carers will be, how they will be involved, how they would be supported to be involved, or how they will be recruited to be part of the programme. The education provider must therefore provide evidence which demonstrates how service users and carers will be involved in the programme itself and how they will be prepared and supported.

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

Condition: The education provider must ensure that there are an adequate number of appropriately qualified and experienced staff in place to deliver the programme effectively.

Reason: To evidence this standard the visitors were directed to two Staff CVs. At the visit, the visitors were informed that there will "probably be 2.5 full time equivalent (FTE) staff dedicated to the programme". From the CVs provided and discussions at the visit, the visitors noted that there will be 1.5 FTE staff members dedicated to the programme. The education provider further explained that the member of staff taking on the full time position, will be filled by the current course director of the BA Hons Art and Design [Foundation Year for Specialist Degrees] programme. The 0.5 FTE position is currently being recruited and that individual will have overall responsibility for the programme. The visitors did not receive any evidence to demonstrate that there will be more than 1.5 FTE members of staff dedicated to the programme. As this is contradictory to the

information provided in the documentary submission, the visitors were therefore unsure how many staff members will be dedicated to the programme.

Additionally, at the visit the visitors reviewed the CVs of casual part time lecturers. Some of the casual part time lecturers were represented in the programme team meeting. From the evidence provided and discussions, the visitors could not determine if and when part time lecturers would be used, or how often they would be used. The visitors saw no formal arrangements to ensure there will be adequate number of appropriately qualified and experienced staff to deliver the programme effectively.

The education provider must therefore submit evidence which demonstrates that there will be an adequate number of appropriately qualified and experienced staff to deliver this programme effectively.

3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.

Condition: The education provider must show how they will support and enable learners to raise concerns about the safety and wellbeing of service users

Reason: From their review of the Information for Potential Placement Providers and Practice Educators, the visitors noted that “the placement will have a formal process of processing and managing any concerns raised by students about the welfare of clients”. Furthermore, the documentation states that learners must adhere to the HCPC standards of conduct, performance and ethics, including reporting concerns about the safety of service users. At the visit, the visitors were informed that learners will be signposted to relevant safeguarding policies within their practice-based learning areas. The visitors however were unsure how the education provider will ensure the policies in place within the practice-based learning environment are appropriate to enable learners to raise these concerns. Furthermore, the visitors note that although there may be safeguarding policies in place, there was no evidence provided to demonstrate how learners will be supported to interact with these policies when it is appropriate to do so.

At the visit, the programme team informed the visitors that learners will have a designated person in the placement area to whom they will raise concerns about the wellbeing and safety of service users to. However, the visitors noted that this could be problematic, especially if the designated individual is the person that the learner is concerned about. The visitors note that the current processes in place may discourage learners from raising concerns about the safety and wellbeing of service users. This standard is about helping learners to recognise situations where service users may be at risk, supporting them in raising these concerns and making sure action is taken in response to the concerns. The visitors saw no evidence of how learners will be supported to raise concerns, how these concerns will be considered and how they will be acted on. Additionally, the visitors did not know how learners will be supported to raise concerns about the safety of service users within aspects of the programme itself, and not just whilst out within their practice-based learning areas.

The education provider must therefore ensure that there are effective processes in place to support and enable learners to raise concerns about the safety and wellbeing of service users.

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must ensure that the learning outcomes ensure that learners meet the following standards of proficiency (SOP) for arts therapists:

- **13.1** understand the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession
- **13.7** understand the theoretical basis of, and the variety of approaches to, assessment and intervention
- **13.15** know about:
 - human development
 - normal and abnormal psychology
 - normal and abnormal human communication and language development
 - mental illness, psychiatric assessment and treatment
 - congenital and acquired disability
 - disorders of social functioning
 - the principal psychotherapeutic interventions and their theoretical bases
 - the nature and application of other relevant interventions
- **13.16** recognise methods of distinguishing between health and sickness, including diagnosis, specifically mental health disorders and learning disabilities and be able to critique these systems of knowledge from different socio-cultural perspectives

Reason: In their review of the documentation and discussions, the visitors were unclear how the teaching and learning activities of the Working with Diversity module will enable learners to achieve the SOPs associated with the module. At the visit, the visitors learnt that some of SOP 13 will be covered during a learner's practice-based learning. The visitors however could not determine how the teaching activities of the programme will enable learners to adequately understand and demonstrate the SOPs listed in the condition above. From their reading of the learning outcomes, the visitors could not see how the achievement of SOPs associated with this module will be taught and achieved.

The education provider must therefore ensure the teaching activities associated with delivery of these SOPs are appropriate, to give the learners the appropriate understanding required for achieving the SOPs.

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must communicate any changes to the programme learning outcomes, and demonstrate that those who successfully complete the programme will meet the standards of proficiency for arts therapists.

Reason: During the informal feedback meeting at the visit, the internal validation panel required the programme team to change several learning outcomes. The visitors therefore require the education provider to communicate any changes to the learning outcomes once made, so they can make a judgement about whether those who successfully complete the programme meet the standards of proficiency for arts therapists, inclusive of modality.

4.8 The delivery of the programme must support and develop evidence-based practice.

Condition: The education provider must demonstrate how the programme will equip, support and encourage learners to develop their critical analytical skills and evidence-based practice.

Reason: For this standard the visitors were directed to the Definitive Programme Specification, Module learning outcomes and Clinical Handbook for Practicums. The visitors note that learners are required to demonstrate their evidence-based practice in Module E 'Praxis and Research'. However, the visitors could not see how the learning outcomes of this module in particular, would enable learners to develop their critical analytical and evaluative skills.

Furthermore, in the documentation the visitors noted that one of the ' Educational aims of the programmes is to "enable students to develop an evidence-based coherent integrative and pluralistic framework...informed by a range of Art Therapy models and wider theories". The visitors also note that the documentation states that "a Handbook covering the research project / dissertation will be provided". At the visit, the programme team stated that the programme will enable learners to develop an evidence-based practice. However, from the documentation and discussions at the visit, the visitors were not provided with any information on what the education provider's approach will be to 'enable' and encourage learners to develop their analytical and research skills.

The programme team must therefore provide evidence to demonstrate how the programme will equip, support and encourage learners to develop their critical analytical skills and evidence-based practice.

4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

Condition: The education provider must demonstrate how the programme will ensure that learners are able to learn with, and from, professionals and learners in other relevant professions, and must define why these other professions are relevant to art therapy.

Reason: To evidence this standard the visitors were directed to the Definitive programme Specification and Clinical handbook for Practicums. In the documentation and during discussions at the visit, the education provider highlighted a number of ways learners could learn with and from others:

- In the standards of education and training (SETs) mapping document submitted it states that there will be "Counselling / Psychotherapy input" in "Key Components of Modules".
- The SETs mapping document also states that learning with and from others will happen by "generally sharing learning with MDTs [Multidisciplinary teams] in placements, with art students in School & counselling students where possible".
- At the visit the visitors were told by the programme team mentioned that:
 - I. "something could be done across schools where learners have shared generic modules".

- II. Learners could learn from the guest lecturers, and that these lecturers would normally be psychiatrists, educational psychologists and psychoanalysts.
- III. Learners will be encouraged to be part of multidisciplinary teams within their practice-based learning areas.
- IV. Learners may also have “taster sessions for people in their placement areas, so they could tell these people about the arts therapy professions”

The visitors could not determine how any of the above is appropriate to ensure that the programme ensures that learners learn with and from others. There are currently no plans in place which outlines how the learning and teaching activities across schools will enable learners to learn with and from others, what these learner groups will be. The visitors were also unclear what the guest lecturers (who may be from other professions) will be delivering, to make a judgement about whether learners are learning from other professions in these settings. The programme team also did not define why these other professions will be appropriate to the programme.

Lastly, the visitors were unclear how the opportunities for learners to learn with and from others in their practice-based learning areas is appropriate for the programme. . Learning with and from others whilst on their practice-based learning may happen on an ad hoc basis rather than as a planned part of the programme.

The education provider must therefore provide evidence, which demonstrates how the programme will ensure that learners are able to learn with, and from, professionals and learners in other relevant professions and must also define why these other professions are appropriate to the programme.

4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.

Condition: The education provider must ensure there is an effective process in place for obtaining consent from learners.

Reason: From a review of the documentation, the visitors agreed that the informed consent sought from service users and carers before interacting with learners in the practice-based setting was appropriate. The visitors noted in the student handbook that “protocols will be ensured for seeking student consent for any learning processes such as role plays in which they are invited to act as a ‘client’”. The visitors were however not given any information which outlined what these protocols would be. At the visit, the programme team informed the visitors that learners would have to sign a consent form prior to being involved in activities on the programme and “will have the right not to participate”. However, as the visitors were not given the consent form, they could not determine its appropriateness. The education provider must therefore provide evidence to demonstrate that there will be effective processes in place to obtain appropriate consent from learners.

5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Condition: The education provider must demonstrate that the range of practice-based learning available to learners supports the achievement of the learning outcomes and the standards of proficiency for arts therapists.

Reason: For this standard the visitors were directed to the Definitive Programme Specification and Clinical handbook, and at the visit were given a list of potential practice-based learning providers. The education provider also submitted a document which highlighted “Past MSc Art Therapy / MSc Art Psychotherapy placement sectors”. The list of past practice-based learning areas highlighted included “addiction, adult learning difficulty, cancer... young people”. Furthermore, in the practice education provider meeting, the visitors were informed that learners will experience a range of practice based learning opportunities. The visitors however did not receive any information which outlines the range of practice-based learning opportunities learners will have on this programme. The visitors could therefore not determine whether all learners will have access to an appropriate range of practice-based learning. In addition, linked to the condition for 3.6, there are currently no formal arrangements, which highlight what practice-based learning opportunities all learners will have in place between the practice education providers and the education provider. The visitors therefore, could not determine whether a range of practice-based learning has been secured for learners.

The education provider must demonstrate that the range of practice based learning opportunities provided for each learner will be appropriate to support learners to achieve the learning outcomes and the standards of proficiency for arts therapists.

5.7 Practice educators must undertake regular training which is appropriate to their role, learners’ needs and the delivery of the learning outcomes of the programme.

Condition: The education provider must ensure that practice educators will undertake appropriate regular training to successfully carry out their roles in supporting learners and delivery of the learning outcomes.

Reason: To evidence this standard, the visitors were directed to the Clinical Handbook and Definitive Programme Specification. The evidence provided states that “induction training, support and on-the-job coaching will be provided by programme staff, if needed and requested”. It also states that “the Allied Health Professions - School of Health Sciences (University of Ulster) can be contacted about potential general training in practice education”. From the evidence provided, the visitors note that the training may only occur ‘if needed and requested’.

Furthermore, the practice education providers mentioned that they “would welcome regular training” offered by the education provider. The programme team informed the visitors that practice education providers will have to undertake regular training before supervising learners. The visitors however, did not receive any information which outlines how often this training will be, or what this training will involve. The visitors were unclear how practice educators will be appropriately prepared to support learners without appropriate regular training. The education provider must therefore provide evidence which demonstrates that practice educators will undertake appropriate regular

training to successfully carry out their roles in supporting learners and delivery of the learning outcomes.

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Condition: The programme team must outline where the standards of proficiency (SOPs) for the programme will be assessed and the assessments are appropriate to enable learners to meet the standards of proficiency (SOPs) for arts therapists.

Reason: The visitors could not identify where the SOPs for the programme will be assessed. The SOPs mapping document did not direct the visitors to the evidence of where the SOPs will be assessed. Therefore, they were unclear how the assessment will enable learners who successfully complete the programme to meet the SOPs for arts therapists.

Additionally, the visitors were informed that some of the SOPs not achieved by learners through the assessment of the theory, will have to be demonstrated during their practice-based learning. It was however not clear in the documentation how learners will be assessed to achieve the SOPs in the placements, if not achieved in their theory.

The education provider must therefore provide evidence which outlines where the SOPs for the programme will be assessed and that it is appropriate to enable learners to meet the standards of proficiency for arts therapists.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. Recommendations do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Recommendation: The education provider should consider how they tell learners about the requirements of attending teaching and learning activities at the weekend.

Reason: The visitors noted in the programme documentation that learners will be required to attend “additional intensives” at weekends. The documentation highlights that these sessions will ‘normally’ be 1-2 days per semester. From discussions, the visitors learnt that the education provider has not yet determined how many additional sessions learners will be required to attend at weekends. Although the documentation highlights to learners that they will be required to attend weekend sessions, the visitors note that without knowing how often they will be required to attend it could impact on their decision of taking up a place of offer on the programme. As such, the visitors recommend that the education provider informs learners about how often they will be required to attend weekend sessions.

4.6 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.

Recommendation: The education provider should consider reviewing the balance of learning and teaching methods used.

Reason: From the documentation provided and discussions with the programme team, it was clear the teaching and learning methods used to deliver the programme would be appropriate. However, the visitors noted that learners will be required to gain most of their theoretical knowledge through independent study. The visitors note that with the emphasis on independent study, learners may find it more difficult to fully gain the theoretical knowledge they may require as they may do if taught. The visitors therefore recommend that the education provider considers reviewing the learning and teaching activities of the programme, by placing a particular emphasis on the delivery of theoretical knowledge.

Section 5: Outcome from second review

Second response to conditions required

The education provider responded to the conditions set out in section 4. Following their consideration of this response, the visitors were satisfied that the conditions for several of the standards were met. However, they were not satisfied that the following conditions were met, for the reasons detailed below. Therefore, in order for the visitors to be satisfied that the following conditions are met, they require further evidence.

3.2 The programme must be effectively managed.

Condition: The education provider must outline the roles and responsibilities of those who will be contributing to programme to ensure it is effectively managed.

Reason condition not met at this time: As a response to this condition the education provider highlighted the responsibilities of the Course leader. From the evidence provided the person who will fill this post will be on a 0.5 FTE contract. The HCPC does not stipulate employment arrangements for the person with overall responsibility for the programme. However, from the visitors' reading of the responsibilities of the course leader, they could not determine how the individual will be able to fulfil all of the requirements highlighted within the contracted time designated for the programme. It is not clear what arrangements are in place to support this person in their role, and how the education provider will cover the responsibilities when this individual is not working.

Suggested documentation: Further evidence showing how the education provider will ensure that the programme will be effectively managed and delivered at all times.

3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.

Condition: The education provider must show how they will support and enable learners to raise concerns about the safety and wellbeing of service users.

Reason condition not met at this time: The visitors reviewed narrative submitted by the education provider containing references to page 19-20 of the Clinical Handbook for Practicums. The conditions response mapping highlights how the education provider intends to support and enable learners to raise concerns about the safety and wellbeing of service users. However, the information, including the links highlighted in the conditions mapping document, is not in the Clinical handbook for Practicums available to learners. The visitors were therefore unclear how learners will have access to the information they require to raise concerns about the safety and wellbeing of service users and carers, as the process is currently not cited in any learner facing documents.

Suggested documentation: Evidence to demonstrate that the programme documentation available to learners will contain information regarding how to raise concerns about the safety and wellbeing of service users and carers.

4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

Condition: The education provider must demonstrate how the programme will ensure that learners are able to learn with, and from, professionals and learners in other relevant professions, and must define why these other professions are relevant to art therapy.

Reason condition not met at this time: The visitors reviewed the education provider's plans to ensure that learners are able to learn with, and from, professional and learners in other relevant professions. This evidence included the list of the core programme team and the table of tutors as well as methods for learning from other relevant professions. From the evidence, the visitors note that learners will have the opportunity to learn from other professions including psychotherapists, psychiatrists and occupational therapists. The education provider also mentioned that during practice-based learning, learners will be "placed within a range of agencies where they will be able to learn with and from diverse professions". However, from the information provided the visitors could not see how any of the evidence will enable learners to learn with others in relevant professions as there were no examples of this highlighted and did not explain why the professional groups mentioned are relevant to art therapy. Learning with and from others whilst on their practice-based learning may happen on an ad hoc basis rather than as a planned part of the programme and may not give all learners the opportunity to interact with the 'diverse professions'.

Suggested documentation: Evidence which demonstrates how learners will learn with others in relevant professions throughout the programme itself, and a definition of why the professional groups identified for learning with and from are relevant to art therapy.

5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Condition: The education provider must ensure that practice educators will undertake appropriate regular training to successfully carry out their roles in supporting learners and delivery of the learning outcomes.

Reason condition not met at this time: To demonstrate how this standard is met the visitors were directed to the Clinical Handbook for Practicums. The evidence still states

that “induction training, support and on-the-job coaching will be provided by programme staff, if needed and requested”. It also still states that “the Allied Health Professions - School of Health Sciences (University of Ulster) and the HSC Clinical Education can be contacted about potential general training in practice education”. The issue still remains that training will only occur ‘if needed and requested’. Although at the visit the education provider explained that practice educators will receive training before supervising learners, no further information has been provided which outlines how often this training will be, or what this training will involve. The visitors are still unclear how practice educators will be appropriately prepared to support learners without appropriate regular training.

Suggested documentation: Evidence to demonstrate that practice educators will receive mandatory regular training and what this training will include to ensure learners are appropriately supported throughout their practice learning.

Section 6: Visitors’ recommendation

Considering the education provider’s response to the conditions set out in section 4, and the request for further evidence set out in section 5, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 05 July 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).