
Approval process report

Brunel University London, Dramatherapy, 2023-24

Executive Summary

This is a report of the process to approve Dramatherapy programmes at Brunel University. This report captures the process we have undertaken to assess the institution and programme(s) against our standards, to ensure those who complete the proposed programme(s) are fit to practice.

We have:

- Reviewed the programme(s) against our programme level standards and found our standards are met in this area following exploration of key themes through points of clarification.
- Recommended all standards are met, and that the programme should be approved

Through this assessment, we have noted;

- The programme meets all the relevant HCPC education standards and therefore should be approved.

Previous consideration	N/A – this approval case was not referred from another case.
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Decision	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none">• whether the programme is approved.
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Next steps	Outline next steps / future case work with the provider: <ul style="list-style-type: none">• Subject to the Panel's decision, the programme shall be approved and added to our list of approved programmes.• The education provider will next go through a performance review in 2025-26
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Section 1: About this assessment

About us

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.

This is a report on the approval process undertaken by the HCPC to ensure that the programme(s) detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme(s) approval / ongoing approval.

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which 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.

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:

- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are [approved on an open-ended basis](#), subject to ongoing monitoring. Programmes we have approved are listed [on our website](#).

The approval process

Institutions and programmes must be approved by us before they can run. The approval process is formed of two stages:

- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programme(s)

- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

Through the approval process, we take assurance in a bespoke and flexible way, meaning that we will assess whether providers and programmes meet standards based on what we see, rather than by a one size fits all approach. Our standards are split along institution and programme level lines, and we take assurance at the provider level wherever possible.

This report focuses on the assessment of the self-reflective portfolio and evidence.

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 design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the 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 takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view [on our website](#).

The assessment panel for this review

We appointed the following panel members to support this review:

Elaine Streeter	Lead visitor, Arts Therapist – Music Therapist. Educationalist / Practitioner.
Rachel Picton	Lead visitor, Radiographer – Diagnostic Radiographer. Educationalist.
Alistair Ward-Boughton-Leigh	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers 6 HCPC-approved programmes across 3 professions. It is a Higher Education Institution and has been running HCPC approved programmes since 1993.

The education provider engaged with the performance review process in 2021 in the current model of quality assurance.

The education provider has notified us that they are planning to introduce a new four-year undergraduate Masters in physiotherapy and make changes to the existing BSc and MSc programmes. It was decided that this would be reviewed through the approval process.

The education provider engaged with the approval process in the legacy model of quality assurance for the new MA Art Psychotherapy programme in 2021. They engaged with the major change process in 2021 about the MSc Occupational Therapy programme and proposed introducing a new intermediate exit award 'Postgraduate Diploma in Occupational Therapy (pre- in the major registration)'. In 2018 the education provider notified us of plans to introduce a new four-year undergraduate Masters in physiotherapy and make changes to the existing BSc and MSc programmes. It was decided that this would be reviewed through the approval process later.

Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in [Appendix 1](#) of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Arts therapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2021
	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1997
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1993

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes.

This data is for existing provision at the institution, and does not include the proposed programme(s).

Data Point	Benchmark	Value	Date	Commentary
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<p>Total intended learner numbers compared to total enrolment numbers</p>	<p>694</p>	<p>704</p>	<p>2022</p>	<p>The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision.</p> <p>The number of learners is largely in line with the benchmark. This increase could reflect the higher learner numbers after taking into account the new programme's learners.</p> <p>The visitors were made aware of this prior to their assessment. This data was factored into their assessment.</p>
<p>Learners – Aggregation of percentage not continuing</p>	<p>3%</p>	<p>3%</p>	<p>2020-21</p>	<p>This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects.</p> <p>The data point is equal to the benchmark, which suggests the provider's performance in this area is in line with sector norms.</p>

				<p>When compared to the previous year's data point, the education provider's performance has improved by 1%</p> <p>The visitors were made aware of this prior to their assessment. This data was factored into their assessment.</p>
<p>Graduates – Aggregation of percentage in employment / further study</p>	94%	93%	2019-20	<p>This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects.</p> <p>The data point is broadly in line with but slightly below the benchmark. Which suggests the provider is performing below sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has dropped by 1%</p> <p>The visitors were made aware of this prior to their assessment. This data was factored into their assessment.</p>
<p>Learner satisfaction</p>	73.0%	72.2%	2021	<p>This National Student Survey (NSS) positivity score data was sourced at the subject level. This means the data is for HCPC-related subjects.</p> <p>The data point is below the benchmark, which suggests the provider is performing below sector norms. This is below the benchmark but around 10%, this is notable</p>

				<p>and something we should consider exploring further.</p> <p>When compared to the previous year's data point, the education provider's performance has dropped by 2%</p> <p>The visitors were made aware of this prior to their assessment. This data was factored into their assessment.</p>
<p>HCPC performance review cycle length</p>				<p>The education provider engaged with our Performance review process in academic year 2021-22. The outcome of this review was an ongoing monitoring period for 4 year was confirmed by the Education and Training Committee Panel (ETP).</p> <p>The visitors on this case recommended a 4-year ongoing monitoring period to the ETP. The Reason for this recommendation was that the visitors considered that this was a comprehensive and transparent review. There was appropriate reflection on all necessary areas of the portfolio. The visitors were able to explore some areas of uncertainty through quality activity but did not consider that there were any serious risks to the education provider's effective delivery of HCPC-approved provision.</p> <p>The ETP considered the visitors findings and</p>

				confirmed their recommendations. They shall next engage with the performance review process in 2025-26.
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The route through stage 1

Institutions which run HCPC-approved provision have previously demonstrated that they meet institution-level standards. When an existing institution proposes a new programme, we undertake an internal review of whether we need to undertake a full partner-led review against our institution level standards, or whether we can take assurance that the proposed programme(s) aligns with existing provision.

As part of the request to approve the proposed programme(s), the education provider supplied information to show alignment in the following areas.

Admissions

Findings on alignment with existing provision:

- **Information for applicants –**
 - The education provider has existing procedures and policies in place for this area that will apply to the new provision. This includes their general admissions policy and procedure. This is available on their website and easily accessible / available for learners.
 - The education provider seeks to encourage applications from a wide range of prospective learners and those who can benefit from higher education. They seek to admit applicants who are suitably qualified for its programmes and who it believes have the potential to succeed.
 - This aligns with our understanding of how education provider operates and runs their existing provision.
- **Assessing English language, character, and health –**
 - The education provider has a system in place to ensure the English language proficiency of their applicants. They utilise the International English Language Testing System (IELTS). If the applicant's first language is not English, they must have achieved an IELTS of at least 7.0 or equivalent with no element below 6.5.
 - The education providers admissions policy sets out their procedures for assessing learners' characters. They have provided details of the mechanisms that will be used. This includes using statements to understand better an applicant's motivation for study on a programme. They shall also hold interviews to assess an applicant's character using questions and role-play exercises.
 - The admissions policy also has provisions for health assessments of prospective learners. The aim of this is to identify any requirements

resulting from an applicant's health to ensure the learner can complete the course and any placement successfully.

- **Prior learning and experience (AP(E)L) –**
 - The education provider's existing admissions policy also sets out their approach to recognising prior learning and experience in the application process. This will be assessed from an applicant's personal statement, reference and/or CV, where these are submitted. Where an applicant needs to take part in an interview, the assessor(s) may ask questions to assess for APEL. This Policy is set at the institution level and applies to all taught programmes.
- **Equality, diversity and inclusion –**
 - The education provider has referred to their existing 'Equality, Diversity and Inclusion Strategy 2021-2024' as being in place and will apply to the proposed provision. This strategy aims to eliminate any barriers that disadvantaged or marginalised groups may face in access to recruitment, retention, outcomes. It does this by recruiting learners through fair and transparent processes. It is supported by advice from the Disability Confident Scheme, Stonewall, and other equality agencies. This is in institution level strategy that will apply to the proposed provision.
 - Their admissions policy supports this strategy including how the education provider aims to recruit from a wide range of prospective learners and encourages those who have the ability to benefit from higher education. This includes providing financial assistance through scholarships and bursaries for disadvantaged learners.

Non-alignment requiring further assessment: None

Management and governance

Findings on alignment with existing provision:

- **Ability to deliver provision to expected threshold level of entry to the Register¹ –**
 - The education provider has discussed how the proposed programme is positioned to support their 2030 vision. This demonstrates their long-term sustainability plans and integrated partnership working with employers. The proposed programme will widen participation and form a distinguished leading role in professional training, education and development for dramatherapy.
 - The programme will be appraised as part of the education providers' quality and standards management through their 'Annual Monitoring of Taught Programmes Procedure'. The programme will be reviewed against the learners' success in achieving the intended learning outcomes. These reviews are consistent with the expectations outlined

¹ This is focused on ensuring providers are able to deliver qualifications at or equivalent to the level(s) in SET 1, as required for the profession(s) proposed

in the standards of proficiency. In addition, the programme will be subject to a periodic programme review to ensure its validity and relevance. This process occurs every five years.

- The education providers' partnership with Central and Northwest London NHS Foundation Trust (CNWL) has been pivotal in the development of the programme and will remain in place going forward. The CNWL has worked in placement design and will continue to have oversight on placements and placement expansion. Review processes are in place for the programme, and they have a tripartite agreement in place.

- **Sustainability of provision –**

- The education provider has detailed how in line with their overall strategic plan, the proposed programme will be positioned to work inter-professionally towards a shared and ongoing ambition to provide psychological therapies. It is aimed to be part of the plan to broadening the reach of effective psychological interventions in the NHS, physical and mental health, tertiary sector and charitable provision. The education provider stated they shall achieve this through sustainable provision of training, education and research, working in partnership with Central and Northwest London NHS foundation trust (CNWL).
- The education provider explained how ensuring their programmes is sustainable is a key strategic goal of theirs. This will involve all their programmes and ongoing dialogue between programme teams and relevant university services ensures that all issues pertaining to programme sustainability are addressed. Departmental Management Boards, College Management Boards, and University Senate / Counsel are the formal forums within which sustainability is addressed and actioned. Resource issues are identified here and factored into their college and institution-wide budgets.

- **Effective programme delivery –**

- The education provider states how management structures are in place which details clear roles and responsibilities. Programme Leads, who are qualified registrant's, have the responsibility for coordinating and managing day to day delivery of the programme and compliance with Public Statutory and Regulatory Body (PSRB) requirements. They are supported by a wide range of academic roles such as: Year Lead, Module Lead, Admissions Tutor and Dissertation Lead.
- The education provider detailed the procedures and infrastructure are in place to ensure all staff have adequate support and guidance in place to effectively deliver our education provision. This includes informal and formal sources of support within the academic team for members of staff.

- **Effective staff management and development –**

- The education provider discussed their aim and objective to create an environment which supports professional development. Additionally, to create new opportunities to enrich staff academic and clinical skills.

The Programme Lead will ensure that all staff have access to core professional development, including attending conferences and support with research and clinical supervision.

- The education provider explained how they will support academics to develop teaching and research. They will also support them to take leading roles in module design, ensuring that ownership and high standards of social and critical pedagogy are at the forefront of teaching practice.
- **Partnerships, which are managed at the institution level –**
 - The education provider explained how the proposed programme has been developed and delivered in partnership with CNWL as their main partner. This programme will be based on a teaching hospital model and co-delivered by CNWL staff. They aim to firmly root learners in the workplace and ensure their work-readiness and capacity to deliver evidence-informed models of dramatherapy relevant to the specific healthcare setting.
 - The education provider has discussed the 'Brunel Partners Academic Centre for Health Sciences' (BPACHS). The principal focus of BPACHS will be to deliver radically transformed physical and mental health care and social care provision through training, education and research and knowledge transfer. The centre also acts as a gateway to broader engagement with other disciplines across the institution.

Non-alignment requiring further assessment: None

Quality, monitoring, and evaluation

Findings on alignment with existing provision:

- **Academic quality –**
 - The education provider has an 'Annual Monitoring of Taught Programmes Procedure' that is conducted at both the College and institutional levels. The procedure for annual monitoring requires evaluation at each stage to ensure that good practice and areas for improvement are considered and dealt with by the appropriate authority within the institution.
 - The programme will then be reviewed annually against the success of the learners in achieving the intended learning outcomes. The reviews conducted are consistent with the expectations outlined in the standards of proficiency. In addition, the programme will be subject to a 'Periodic Programme Review' to ensure its validity and relevance. This process occurs every 5 years and is supported by Brunel University London's Periodic Programme Review Procedure'.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
 - In line with the education providers safeguarding policy, they are committed to providing a safe and secure environment for all learners

and staff who access its facilities and services. This policy is in place and will apply to the new programme.

- The education provider's health partner, CNWL, will also provide spaces for supervision and teaching within their learning resources and / or online teaching. They will also provide studio space and group experiences on their campus, ensuring accessibility within an integrated learning environment. This includes learning that is delivered on campus, at the learner's placement, online, or within designated NHS teaching units. This will be delivered in collaboration with the education provider's online resources.
- **Learner involvement –**
 - Learners undertake specified periods of placement and inter-professional work alongside their engagement with the academic modules of the programme throughout the programme.
 - The education provider discusses how they view their learners as partners as far as possible in the design, delivery and review of its provision. They report a close and positive working relationship with the Union of Brunel Students (UBS), with Vice Presidents elected per college as members of formal governance structures.
 - Learner representation can be found throughout the education provider's governance structures, including the 'Student Experience Committee', 'College Education Committee', 'College Management Board, and Senate' and its sub-committees.
- **Service user and carer involvement –**
 - The programme development lead has met with service users about the training and feedback from service users is a vital part of the curriculum design and development. Service users will continue to contribute towards the programme content and be involved in the delivery and evaluation of the programme. The service users will also contribute to the annual review and monitoring of the programme, and we support this process through the Brunel University Programme Monitoring and Review structure.

Non-alignment requiring further assessment: None

Learners

Findings on alignment with existing provision:

- **Support –**
 - The education provider detailed how learners are supported pastorally and academically through a range of services over the duration of the programme. The programme is designed to build on the potential of learners to excel as Dramatherapists, developing in-depth knowledge and skills to be able to offer effective treatment for a range of populations.

- The 'Student Centre' is the first point of contact for general support enquiries, covering everything from financial advice to accommodation support and immigration-related queries. The 'Student Support and Welfare Team' offers support and guidance on a range of personal, welfare, and well-being issues that may impact learners. A specialist team of counsellors, mental Health advisors, and disability and dyslexia advisors is available throughout the year.
- **Ongoing suitability –**
 - Learner professional behaviours are developed and monitored throughout all modules. Professionalism is an assessed criterion within all practical exams and clinical placement assessments. Where a learner demonstrates unprofessional behaviour during an assessment, their failure of this criteria can override all other assessed components and result in the award of a fail grade.
 - Learners are taught the professional expectations and regulations with regard to conduct and ethics for learners. learners are required to consistently demonstrate the relevant professional standards both during and outside of the programme.
- **Learning with and from other learners and professionals (IPL/E) –**
 - CNWL runs an art psychotherapy-specific quality improvement programme (QI) that provides tools for learners to improve aspects of dramatherapy delivery within different contexts for the purposes of practice development and service development. The aim is to apply data-driven tools to answer questions about practice development, service design or service procedures. This approach supports the learning acquired through using an inter-professional approach to care. Learners are trained in the QI methodology and can either join an existing project or devise a small project themselves.
- **Equality, diversity and inclusion –**
 - The education provider has a bullying and harassment policy in place that will apply to the new programme. This policy sets a framework for them to ensure that they meet their legal duty to handle bullying and harassment seriously and appropriately and to support learners who have been affected effectively. It also provides support and advice to learners following incidents of bullying and / or harassment and signs them up with appropriate agencies.
 - The education provider also has policies regarding learner beliefs and religion that will apply to the programme. Additionally, also on supporting learners with Disabilities, Long Term Health Conditions, Mental Health Concerns and / or Learning Difficulties.

Non-alignment requiring further assessment: None

Assessment

Findings on alignment with existing provision:

- **Objectivity –**
 - The programme will use various formative and summative assessment methods to assist with the assimilation and comprehension of complex learning material. They state they often use formative assessments at the end of learning sessions to enrich the learning experience through assessing for learning rather than only an assessment of learning. Formative assessments will focus on five areas of learner experience: reliability, validity, feasibility, acceptance, and impact.
 - To ensure continued accessibility and integration across placement and education contexts, learning will be provided through a range of online and face-to-face practices underpinned by a pedagogic experiential model.
 - Throughout the programme they have positioned summative assessments to reflect the required depth of learning consolidation required for effective application of practice and theory. The summative assessment strategy will ensure that learners are 'workforce ready', enabling professional competency, increasing employability and offering an accessible and inclusive approach to learning.
- **Progression and achievement –**
 - The education provider has discussed how their assessment strategy draws upon a wide range of assessment methods to ensure that the learner is able in a range of abilities necessary for employment in an array of contexts. The strategy includes both Assessment of Learning and Assessment of Clinical Practice.
 - Standard progression and award requirements are set at institution level and defined in their senate regulations. Details of accrediting bodies, the accreditation requirements, and which awards lead to eligibility to apply for registration, are provided in programme specifications.
- **Appeals –**
 - The education providers' academic appeals policy addresses both academic appeals and complaints. This policy outlines the process for academic appeals for both undergraduate and postgraduate learners, including the timelines that learners must adhere to.
 - The education provider also provided details of how a learner can appeal or request a review of any completed academic review. Once a decision has been confirmed, if they remain dissatisfied, they may request a Completion of Procedures (COP). They will require this should they wish to take their complaint to the Office of the Independent Adjudicator for Higher Education (OIA) within 12 months of the date of issue of the COP.

Non-alignment requiring further assessment: None

Outcomes from stage 1

We decided to progress to stage 2 of the process without further review through stage 1, due to the clear alignment of the new provision within existing institutional structures, as noted through the previous section.

We used their approval request form and also the baseline document we hold for the education provider to make this decision. The policies discussed are largely already in place, used by the existing programmes and will apply to the new provision as detailed above.

Education and training delivered by this institution is underpinned by the provision of the following key facilities:

- Delivery of the programme is shared between the education provider and Central and Northwest London NHS Foundation Trust (CNWL). Staff delivering the programme will come from both organisations and levels of staffing will be proportionate to the number of learners.
- The education provider has physical resources such as a dedicated dramatherapy studio, a well-stocked supply of creative and art materials, study spaces on campus with access to computers. Additionally, learners will have access to the education providers library and library resources. This includes their catalogues and databases which are accessible both physically in the library and remotely online.
- These physical resources are already in place and available of the proposed programme.

Section 3: Programme-level assessment

Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
MA Dramatherapy	FT (Full time)	Arts therapist / Drama therapy	10 learners, 1 cohort	01/09/2024

Stage 2 assessment – provider submission

The education provider was asked to demonstrate how they meet programme level standards for each programme. They supplied information about how each standard was met, including a rationale and links to supporting information via a mapping document.

Data / intelligence considered

We also considered the intelligence received from the NHS England's London team (NHSE) when considering approval for new programmes. We were not made aware of any specific placement capacity issues in London that would affect the approval of this programme.

Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their submission. Based on our understanding, we defined and undertook the following quality assurance activities linked to the quality themes referenced below. This allowed us to consider whether the education provider met our standards.

We have reported on how the provider meets standards, including the areas below, through the [Findings section](#).

Section 4: Findings

Overall findings on how standards are met

This section provides information summarising the visitors' findings against the programme-level standards. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

Findings of the assessment panel:

- **SET 1: Level of qualification for entry to the Register –**
- This standard is covered through institution-level assessment and was assessed in stage one of this case.
- **SET 2: Programme admissions –**
 - The education provider detailed how entry requirements for postgraduate programmes are provided on their website. Levels of English for non-native speakers are their website's international language requirements pages.
 - Further selection and entry criteria information, including academic and professional entry standards, is provided in their programme specification document.
 - The evidence confirmed appropriate academic and professional entry standards would be applied fairly and consistently.
 - The visitors, therefore, considered the relevant standard within this SET are met.
- **SET 3: Programme governance, management and leadership –**
 - The education provider has discussed how the proposed programme has been developed and co-delivered in partnership with Central and North West London NHS Foundation Trust (CNWL). CNWL will be

subcontracted to provide specialist industry-focused teaching, placements, and supervision. This will be a formal arrangement, and staffing will be proportionate to the number of learners.

- The education provider has details of how the CNWL will be responsible for delivering three3 of the nine9 programme modules in close collaboration with themselves. CNWL, they state, will provide clinically focused teaching and feedback on all aspects of the modules' design and play a key role in coordinating and supervising placements.
 - The education provider has also stated that they will employ leading academics and senior clinicians to manage and lead the programme who have experience of working within a range of services and education. They have also discussed how they will draw upon a range of teaching methods. These are planned to enable a practice-based, theory-grounded approach to meet the Dramatherapy standards of the profession as described by the HCPC. Lecture content will be accessible on Brightspace (virtual learning environment) and aims to enhance learning by providing opportunities for learners to follow up on indicative reading and explore the interface between theory and practice. Regular opportunities for interactive learning exercises, including workshops, role-play, discussion, and exercises with peers and facilitators, as well as traditional seminars and reflection through discussion forums, are provided.
 - Through clarification, the education provider detailed how educators on the programme will be required to hold at least an MA in Dramatherapy or a closely related field, along with registration with the Health and Care Professions Council (HCPC) or an equivalent professional body. They will need substantial clinical and teaching experience, particularly in settings that reflect the diversity of our placement sites. Peer reviewing will be conducted through regular peer and line management feedback, team teaching/observation sessions and team meetings with academic supervisors, including an annual review with our partnering CNWL NHS education consultant and CPD events (conferences, seminars, etc.) to develop and update teaching, research and practice skills.
 - Additionally, all teaching staff will be able to acquire formal teaching qualifications once they join the faculty. The education provider offers access to teaching qualification programs that staff can undertake to enhance their instructional abilities.
 - The education provider also clarified how practice-based learning places are vetted during initial site visits. For ongoing assessment, they plan to have mid-placement reviews with the learner and supervisor. They also submitted examples of supervisor and teaching staff CVs and also the vetting form used for placement sites.
 - Following this expansion, the visitors were assured that all SETs in this area had been met.
- **SET 4: Programme design and delivery –**

- The education provider has stated that all learning outcomes have been designed to meet HCPC standards of proficiency. This means that all teaching, placements and assessments are aligned with the learning outcomes to ensure the development of competent and reflective Dramatherapists.
- The education provider has described how learning outcomes for the programme are described in the relevant programme documents, such as the programme specification document and handbook. The programme structure outlines learners' responsibilities to meet the learning outcomes. They also state that learners must meet the expectations of professional behaviour, conduct, performance, and ethics in line with HCPC's Fitness to Practice requirements and revised SCPEs.
- The education provider has also stated that the programme's teaching and learning strategy, educational aims and module outlines further describe professional behaviour expectations. This is regarding placement work and practice-based learning.
- The education provider has discussed how they have the proposed programme aims to provide industry-leading qualifying training that keeps the HCPC at the heart of the good practice. They have discussed an increasing demand for dramatherapy across a range of sectors in the UK, and dramatherapy training continues to be over-subscribed. The NHS not only continues to employ approximately 50% of art therapists nationally, but they also expect this number to increase, given the growing demand. The programme curriculum has been designed with these considerations in mind.
- The education provider has stated that learning strategies aim to integrate theory and practice and assist learners in developing a method of critical inquiry. Evidence informs teaching and provides specific and adaptive models for effectively facilitating Dramatherapy. They intend for learners to demonstrate an increasing ability to analyse and apply knowledge systematically. As well as critical awareness and evaluation of current and complex dramatherapy issues and developments.
- Through clarification, the education provider detailed how the programme's learning outcomes of the programme are designed to align with the Health and Care Professions Council's (HCPC) Standards of Proficiency for Dramatherapists. This alignment, they state, guarantees that upon completion of the programme, graduates are prepared to practice but also excel in their professional roles within the legal and ethical boundaries of the field.
- The education provider also discussed how the programme is continually reviewed and its learning outcomes updated. This is based on the programme lead attending to changes to HCPC guidance and SOPS, advances in Dramatherapist practices, student feedback and emerging best practices.

- Following this expansion, the visitors were assured that all SETs in this area had been met.
- **SET 5: Practice-based learning –**
 - The education provider has discussed how they have specific requirements in place for practised-based learners. Learners are required to pass the modules achieving 180 credits at level FHEQ 7. Specifically, learners must attend a minimum of 620 supervised placement hours to complete the programme and be eligible for the award of MA in Dramatherapy.
 - The education provider outlined a programme that utilizes diverse teaching methods to facilitate a practical and theoretical approach. This approach is designed to align with the HCPC's professional standards for Dramatherapy.
 - The delivery of the programme is shared between Central and Northwest London NHSE Foundation Trust (CNWL) and the education provider. The levels of staffing will be in proportion to the number of learners enrolled on the programme. Placements will be overseen by a dedicated team including a Placement manager, placement clinical supervisor, and placement co-ordinator working with placement providers.
 - The education provider and CNWL will provide regular meetings and training for supervisors and assessors to ensure that the clinical supervisors and placement managers clearly understand the MA content and assessment criteria. Specific assessment criteria will help to guide the assessment of practice competencies. This includes confidence, competence, and reliability standards for effective assessment and treatment. Brunel will ensure that the placement context provides clinical Dramatherapy supervisors with competencies relevant to the programme.
 - The education provider clarified further details on their approach to planning practice-based learning and how placements will deliver learning outcomes. They discussed how the nine-month placement is timed to allow learners to apply their learning in real-world settings under supervision. They stated that this promotes the integration of theoretical knowledge with practical skills. These placements are aimed to ensure that learners have sufficient time to engage with complex clinical scenarios, develop their therapeutic techniques, and reflect on their practice, fostering a deeper understanding and professional competencies.
 - Following this expansion, the visitors were assured that all SETs in this area had been met.

SET 6: Assessment –

- The education provider has stated that their curriculum design provides a range of developmental formative milestones and summative assessments. This is aimed to ensure that theory is successfully integrated into practice and that there is a clear demonstration of

applied therapeutic interventions grounded in evidence-informed theory in line with meeting HCPC's SOP requirements.

- They have discussed how the programme's assessment strategy draws upon various formative and summative assessment methods, theory, and practice. This is designed to ensure that learners can demonstrate the abilities necessary for employment in various professional contexts in line with HCPC's Fitness to Practice requirements and revised SCPEs.
- The education provider has discussed how their learning and teaching strategies and formative and summative assessment strategies are aligned to ensure that learning outcomes are appropriate and effective. Their module outlines provide further descriptors and are available for prospective learners.
- The visitors review this section and the supporting documentation, including the Programme Design Summary, programme handbook and module outcomes, when completing their assessment. Following their investigation, they found the SETs related to this area to be met.

Risks identified which may impact on performance: None.

Section 5: Referrals

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval, focused review, or performance review process).

There were no outstanding issues to be referred to another process.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:

- All standards are met, and therefore the programmes should be approved

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- The programmes are approved.

Reason for this decision: The Panel accepted the visitor's recommendation that the programme should receive approval.

Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on approval. The lead visitors confirm this is an accurate summary of their recommendation, and the nature, quality and facilities of the provision.

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Brunel University London	CAS-01441- V1R7N2	Elaine Streeter Rachel Picton	Through this assessment, we have noted how the programme meets all the relevant HCPC education standards and, therefore, should be approved.	<p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <p>Delivery of the programme is shared between the education provider and Central and Northwest London NHS Foundation Trust (CNWL). Staff delivering the programme will come from both organisations and levels of staffing will be proportionate to the number of learners.</p> <p>The education provider has physical resources such as a dedicated dramatherapy studio, a well-stocked supply of creative and art materials, study spaces on campus with access to computers. Additionally, learners will have access to the education providers</p>

				<p>library and library resources. This includes their catalogues and databases, which are accessible both physically in the library and remotely online.</p> <p>These physical resources are already in place and available of the proposed programme.</p>
Programmes				
Programme name			Mode of study	Nature of provision
MA Dramatherapy			Full time	<ul style="list-style-type: none"> • Taught (HEI)

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
MA Art Psychotherapy	FT (Full time)	Arts therapist	Art therapy		01/10/2021
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/1997
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2007
Postgraduate Diploma in Occupational Therapy (pre-registration)	FT (Full time)	Occupational therapist			01/08/2019
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/03/1993
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/09/2013