

Major Change Visitors' Report

Name of education provider	University of Derby
Programme Name	MA Dramatherapy
Mode of delivery	Full time
Relevant part of HPC Register	Arts Therapy
Relevant modality	Dramatherapy
Date of submission to HPC	30 September 2008

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Executive summary

The Health Professions Council (HPC) approves educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC approve programmes on an open-ended basis which requires that, when significant changes occur to a programme, we receive notification and are able to ensure all our standards continue to be met. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Dramatherapist' must be registered with us. The HPC keeps a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The major change visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The visitors' recommended outcome is that there is insufficient evidence to show how the standards of education and training are being met and it was not certain that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency. An approval visit is required to collect more evidence and if necessary place conditions on the ongoing approval of the programme.

Introduction

The education provider contacted the HPC to notify of changes occurring to the programme that may have an impact on the standards of education and training and the standards of proficiency. The nature of the change required additional scrutiny by visitors to determine whether the programme continued to meet the standards of education and training and that those who complete the programme demonstrated a continued ability to meet the standards of proficiency.

Major change submission details

Name and profession of HPC visitors	Diane Gammage (Dramatherapist) Simon Willoughby-Booth (Art Therapist)
HPC executive officer	Osama Ammar

Summary of change

SET 3 Programme management and resource standards

The programme leader for the dramatherapy programme has changed. The programme leader was Linda Wheildon and is now Drew Bird.

SET 4 Curriculum standards

Some modules on the programme have been amended or amalgamated to reduce the assessment load on students. These changes have also increased the opportunities for shared learning with art therapy students.

SET 6 Assessment standards

Linked to the modular changes, there are associated changes to specific assessments.

Sources of evidence

To show how the programme continued to meet the standards of education and training and that those who complete the programme continue to demonstrate an ability to meet the standards of proficiency the education provider submitted the following documentation:

- Validation document
- Descriptions of the modules
- Mapping document providing evidence of how the education provider has met the SETs
- Mapping document providing evidence of how the education provider has met the SOPs
- Programme handbook
- Admissions details
- Appendices (including assessment regulations and equality and diversity policies)

After initial scrutiny of these documents the following additional documentation was requested to assist the visitors in the assessment of the change(s):

- Updated sections of previously submitted documentation
- Clarification of the changes affecting the standards of education and training
- CV for Drew Bird (new programme leader)

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

There is insufficient evidence to determine if or how the programme continues to meet the following standards of education and training:

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

Reason: The visitors were unable to confirm that the Independent Scholarship module continued to meet the SOP in the area of 2b.1:

- be able to use research, reasoning and problem-solving skills to determine appropriate actions
- be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures,
- be able to evaluate research and other evidence to inform their own practice

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

Reason: A substantial weight of assessment in Independent Scholarship module has been given to performance. The visitors were concerned that students less skilled in performance would be disadvantaged and questioned whether the assessment design demonstrated student's fitness to practice as a dramatherapist.

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.

Reason: Although the education provider has cited 'Additional information regarding the rationale for the Independent Scholarship module can be found in Section 4.9.1' this section makes no reference to assessment methods for this module. Assessment methods for the Independent Scholarship module found in 8.10.1 where a student 'may be asked to do all or any of the following:.....including...'produce a body of art work and provide a critique...mount an exhibition of produced art work'. Performance is not included here although 60% of the overall assessment of the Independent Scholarship is in the Body of Work (p.65 of the Programme Handbook, 'performance (Drama/Dance Movement Therapy. The nature of the exhibition (sic)...'). The Independent Scholarship module carries 60 credits, a third of the overall Masters award, therefore the performance carries 36 credits of the overall Masters award. (almost one fifth of the Masters credits). The visitors were concerned at the high credit weighting the performance carries and whether a performance is the

most appropriate assessment method to measure the learning outcomes and skills required to practice safely and effectively.

Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Diane Gammage
Simon Willoughby-Booth

Response of the MA Dramatherapy Programme at University of Derby

28 May 2009

In reviewing the most recent email surrounding HPC approval of the above programme the development team have identified 4 main issues;

1. That learning Outcomes with regard to the Independent Scholarship meets standards of proficiency.
2. The assessment design must ensure that students can demonstrate fitness to practice
3. Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively
4. Additional documentation (in an electronic format) has not been received

Issue 1: The learning outcomes must ensure that those who successfully complete the programme meet the Standards of Proficiency for their part of the Register

Reason: The visitors were unable to confirm that the Independent Scholarship module continued to meet the SOP in the area of 2b.1:

- § be able to use research, reasoning and problem-solving skills to
- determine appropriate actions
- § be able to engage in evidence-based practice, evaluate practice
- systematically and participate in audit procedures,
- § be able to evaluate research and other evidence to inform their own
- practice

Our response: Central to the understanding of this programme of study is the teams' belief and underpinning philosophy that at the heart of Dramatherapy practice is both the art form and clinical competence achieved through clinical practice. The programme is designed in such way as to value three main aspects 1/3rd is Independent scholarship, 1/3rd is clinical work and the final 1/3rd is theoretical and experiential learning.

With regard to research our belief is that research should be embedded through out all modules and aspects of training and therefore elements are to be found in each module rather than in discreet methodology modules or indeed in a final thesis. This reflects also the shift from the university's mission to move away from teaching to a position of facilitating and managing the students learning experience.

Crucial to our position on the place of research skills is our desire to see these skills acquired via a number of modules and is clearly seen from the identified extract SOP'S 2b.1 these skills are acquired and assessed in a range of modules and not solely through the **Arts Therapies Independent Scholarship: A Body of Work.**

<p>2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions</p> <ul style="list-style-type: none"> • recognise the value of research to the critical evaluation of practice • be able to engage in evidence-based practice, evaluate practice systematically, and participate in audit procedures • be aware of a range of research methodologies • be able to demonstrate a logical and systematic approach to problem solving • be able to evaluate research and other evidence to inform their own practice 	<p>Arts Therapies Theory and Research in Relation to Practice 2 learning outcome 1 & 2 p 71 & 72 assessed by CW1 a group presentation. P72</p> <p>Arts Therapies Theory and Research in Relation to Practice 2 learning outcomes 3 and 4 p 72 assessed by CW1 a 5000 word essay p.73</p> <p>Clinical Placement 2 learning outcomes 2 and 4 p.80 assessed by CW1 a placement report and CW2 a 5000 case study p.83</p> <p>Arts Therapies Theory and Research in Relation to Practice 2 learning outcomes 3 and 4 p. 71 & 72 assessed by CW2 a 3000 word essay p.73</p> <p>Clinical Placement 2 learning outcomes 2 and 4 p.80 assessed by CW1 a placement report and CW2 a 5000 case study p.83</p> <p>Independent Study: Body of Work learning outcome 4 p.64 assessed by CW3 a 5000 word written critique p.65</p> <p>Arts Therapies Theory and Research in Relation to Practice 2 learning outcomes 1 and 2 p.72 assessed by CW 1 a group presentation p.72</p> <p>Independent Study: Body of Work learning outcomes 1 and 2 p.63 assessed by CW3 a 5000 word written critique p.65 and CW2 an oral presentation</p> <p>Arts Therapies Theory and Research in Relation to Practice 2 learning outcome 3 & 4 p.72 assessed by CW2 a 3000 word dissertation to p73</p>
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Issue 2: The assessment design and procedures must assure that the student can demonstrate fitness to practice

Reason: A substantial weight of assessment in Independent Scholarship module has been given to performance. The visitors were concerned that students less skilled in performance would be disadvantaged and questioned whether the assessment design demonstrated student's fitness to practice as a dramatherapist.

Our Response: After the previous HPC monitoring visit (2006 the team were advised and supported by the HPC dramatherapy visitor to consider the over reliance on written assessments and how that might disadvantage for example the Dyslexic student. The team undertook a review of all modules and using the minor modification process introduced the Body of work. This has been piloted over a two year period with great

success, student feedback suggests that although academically and professionally challenging it does not 'disadvantage' students.

The decision to move in the direction of the Body of work was undertaken after lengthy discussions with Professor Paul Bridges University Head of Research and the Faculty Quality Manager who both agreed that the work undertaken was at masters level (level7). about Fitness for Practice does not solely reside within the IS and that it can be evidenced elsewhere Throughout the module students are required to demonstrate fitness to practice and be able to work independently In addition Fitness for Practice does not solely reside within the IS and that it can be evidenced elsewhere

Issue 3. Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively
With regard to **SET 6.2**

<p>6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.</p>	<p>The programme curriculum is designed to ensure students on completion meet HPC SOP</p>	<p>unchanged</p>	<p>Programme Handbook Section 4 p10-21 Section 7.5 p.32 Section 8.10 p.39-48 Section 15 p. 63-89 Appendix 5 Appendix 12 Annexe B</p>
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Reason: Although the education provider has cited 'Additional information regarding the rationale for the Independent Scholarship module can be found in Section 4.9.1' this section makes no reference to assessment methods for this module.

Our Response. The team included section 4.9.1 to indicate to the panel/visitors how the assessment strategy (see below) has informed the assessment method in the Independent scholarship module, particularly with regard 'safe practice' and would consider those highlighted in bold as being essential for 'safe practice. .

- Developing your professional acumen
- **Demonstrating ethical competencies**
- **Deepening your clinical and theoretical reasoning**
- **Linking experiential learning, clinical practice, theoretical knowledge and use of self into a cohesive body of work**
- Demonstrating your ability to sustain a prolonged and critical engagement with your art form
- Demonstrating an ability to translate and articulate non verbal language into verbal communications

- **Demonstrating your capacity to develop and articulate your own personal clinical philosophy and identity based upon research, understanding and knowledge gained.**
- **Demonstrating your ability to maintain professional boundaries and negotiate the complex interaction between arts based and psychotherapeutic understanding**
- Evidencing your capacity for non-judgmental critical on self and other distilled into your body of work and critique
- Demonstrating your capacity for unprejudiced objectivity
- Highlighting the value of aesthetic distance and the role of metaphor in enhancing safety within the therapeutic relationship
- **Furthering your understanding of the role of your art form as a mediator and objective reality within the therapeutic relationship**

Assessment methods for the Independent Scholarship module found in 8.10.1 where a student 'may be asked to do all or any of the following: including...produce a body of art work and provide a critique...mount an exhibition of produced art work'. Performance is not included here although 60% of the overall assessment of the Independent Scholarship is in the Body of Work (p.65) of the Programme Handbook, 'performance (Drama/Dance Movement Therapy. The nature of the exhibition (sic)...').

Our Response. Having fully checked the documentation we have been neglectful in our proof reading vital descriptions are missing and have contributed to the lack of clarity these have now been corrected (see section 8-10 p 40) It should read

- assess your own strengths and weakness at the start of the course;
- evaluate your learning over the year;
- write an annotated bibliography
- Write an article review
- Complete a research proposal
- **Present a performance in response to an identified area requiring further research and investigation pertinent to contemporary dramatherapy clinical practice.**
- Undertake clinical case presentations
- **Produce a body of work in the form of a DVD; or Improvised performance; or theatre supported by a written critique and viva.**
- Write a case study
- Write a dissertation

The Independent Scholarship module carries 60 credits, a third of the overall Masters award, therefore the performance carries 36 credits of the overall Masters award. (almost one fifth of the Masters credits). The visitors were concerned at the high credit weighting the performance carries and whether a performance is the most appropriate

assessment method to measure the learning outcomes and skills required to practice safely and effectively.

Our Response. As previously stated we believe that, The body of work is an innovative and creative way of assessing not only the students ability to work on a substantial piece of researched work independently , but also integrates theory and practice to achieve a student who is competent and safe to practice. More over during the university revalidation event this shift was supported and not challenged by the professional dramatherapy panel member.

Issue 4: Additional Documentation has not been received:

Our Response. The provision of the earlier response to HPC in hard copy only was an oversight and attached to this response is the previous documentation and corrected documentation.

Faculty of Education, Health and Sciences
School of Social Care & Therapeutic Practice

MA Dramatherapy MB9AD

PROGRAMME HANDBOOK 2009/2010

Programme valid from September 2009 for a
period of 5 years
JACS Code: B990



Valid for delivery at: University of Derby Britannia Mill Campus



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- 17.11 Accreditation of Prior Learning (APL)
- 17.12 Informed Consent
- 17.13 Criminal Records' Bureau Procedures

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We also are very fortunate to draw on the services of many people who work in a range of settings and organisations and who will be your Clinical Placement Supervisors. Because of their expertise, some of these people will also come in to sessions to talk about their work and share their understanding and experience.

We also have a wide range of visiting lecturers including overseas visitors here are a few

- Dr Sue Jennings
- Dr John Casson
- Judy Weiser
- Jari Aho
- Professor Arnell

1.2 What is the purpose of this Handbook?

This handbook is provided as a detailed guide to the programme and we trust you will find the information useful. If you wish to discuss any of its contents there will be many opportunities for you to do so in:

- **Induction sessions;**
- **Personal tutorials;**
- **Your taught module sessions.**

There is no such thing as an “inappropriate question” so please ask if you are unsure about anything. You will probably be asking the question that many others also want to ask.

The handbook contains the validated programme document and a range of other information about the course. It should be used in conjunction with the other material provided, particularly the document entitled Rights, Responsibilities and Regulations for Students (available on the University web-site at www.derby.ac/ged/3Rs).

Whilst this handbook has a detailed index to help you find your way round it, our current students have found the following sections particularly helpful:

- What support there is available to you in Section 9;
- The assessment regulations which are specific to this programme in Section 8.11.

1.3 Other useful information

In addition to this information you will be provided with module handbooks which provide further details about each individual module syllabus and assessment. A very important document is the Placement Handbook, which guides you through the placement process and assessment. Clinical placement handbooks are available in hard copy and all other handbooks are available on the web through Blackboard. For those new to such systems, Blackboard provides an electronic means of sharing and communicating information and we will explain how to use it.

Programmes never stand still. These documents are accurate now but, as the programme develops through evaluation and monitoring, you will be involved in, and formally notified of, any changes that may take place.

1.4 Your role?

The process you are beginning only works well if you take an active role in it. One of the first things you will be asked to do is to assess your own learning needs and identify ways in which they can be met. This is the start of what we hope will be a continuous self-assessment and learning which will occur throughout the course and your future career; this will be recorded in your Professional Development Progress Files. The course can support you in this process but cannot do it for you. To be successful you need to take responsibility for your learning. You will inevitably experience problems during the course - personal, educational, domestic, certainly financial - and the course will encourage you to develop a creative approach to dealing with problems which will also be vital in your future career. All of this is hard work and a great deal is expected of you as learners and practitioners. Sometimes you might need additional support and the University provides centrally a range

of advice, support and counselling services which are free and available for you to access at the following website address (www.derby.ac.uk/supporting-you).

Please make the most of the opportunities which the course and the University offer. You will also need to draw on other resources - one another, other libraries, other agencies offering experience. Above all, use the essential resource of yourself.

So the tutor team wish you energy, determination, creativity, luck, wisdom, fun and every success during your studies at the University of Derby.

2. PROGRAMME TITLE AND INTERIM AWARDS

2.1 Programme Title

- MA in Dramatherapy

2.2 External Accreditation

Once you successfully complete the MA in Dramatherapy you can apply to the Health Professions' Council (HPC) for registration as Dramatherapists and are also eligible for full membership of the British Association of Dramatherapists (BADth).

In light of this the Health Professions' Council Standards of Proficiency for Dramatherapists core course requirements are central to the way this programme is designed and implemented.

To ensure this the Programme has been mapped against the HPC Standards of Education and Training (SET) and Standards of Proficiency (SOP). The Quality Assurance Agency (QAA) benchmarks for Arts Therapists have also been considered. Government disability legislation and the QAA Code of Practice for Placement Learning are also taken into account.

These documents can be found at:

- Health Professions Council Standards of Proficiency

http://www.hpc-uk.org/assets/documents/100004FBStandards_of_Proficiency_Arts_Therapists.pdf

- Health Professions Council Standards of Education and Training

http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5_v2.pdf

- QAA Benchmarks for Arts Therapists

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/ArtsTherapy.pdf>

- QAA Code of Practice for Placement Learning

<http://www.qaa.ac.uk/academicinfrastructure/codeofpractice/section9/default.asp>

2.3 Name and Interim Awards

- Master of Arts in Dramatherapy

Because this is a programme accredited by the Health Professions' Council and leading to registration as an Dramatherapist, no award is usually made until Masters level. This is due to your being required to complete the MA in Dramatherapy before you are eligible for registration with the HPC. Therefore there are default awards made to you if for whatever reason, you do not complete the MA in Dramatherapy, but possess sufficient university credits to be awarded a Postgraduate Certificate or Diploma. However, neither of these awards carries the right to apply for Health Professions' Council Registration. If you complete one of these awards, and then wish later to continue to MA level, you must usually complete the whole process from Certificate to Masters stage within four years (this is a deviation from the PG regulations and is implemented in response to the need to ensure the currency of the programme and your fitness to practice). The interim awards are:

- Postgraduate Certificate in Drama as Healing
- Postgraduate Diploma in Drama as Healing

The PG Certificate in Drama as Healing is awarded to you if you fulfil the modular requirements of the University for the PG Diploma (60 credits).

The PG Diploma in Drama as Healing is awarded to you if you fulfil the modular requirements of the University for the PG Diploma (120 credits).

The title of these two awards does not include the term 'Dramatherapy', because they do not entitle you to apply for registration with the Health Professions' Council.

3. ADMISSIONS PROCEDURES

For details of the Programmes admissions Procedures and Policies you are referred to Annexe A where these are clarified. These comprise the following:

All potential students are assessed against the same criteria designed to enable the student to demonstrate the required competency for being offered a place on the MA Dramatherapy programme.

- 3.1 The Process of Application
- 3.2 Entry Requirements
- 3.3 Recognition of Prior Learning
- 3.4 Demonstration of Sufficient Life Experience and Emotional Robustness
- 3.5 Equal Opportunities
- 3.6 The Selection Process
- 3.7 Enhanced Criminal Records Bureau Clearance and Health Checks
- 3.8 Student Characteristics
- 3.9 Direct Entry to the Post Graduate Diploma Stage
- 3.10 Direct Entry to the Masters Stage
- 3.11 Accreditation of Prior Learning (APL)
- 3.12 Informed Consent
- 3.13 Criminal Records' Bureau Procedures

4. PROGRAMME RATIONALE

4.1 The History and Rationale of the Programme

The programme exists for three main reasons:

- To prepare you to develop the professional practices, skills and ethics required to practice as a Dramatherapist and apply for registration.
- To develop the capacity to reflect on self and how 'self' reflects on professional development.
- To enable you to apply the analytical, critical and reflective skills required to develop your future identity as a Dramatherapist.

4.1.1 Preparing students for the Dramatherapy profession

The programme was validated by the University in 1998, but not accredited until 2002 when the first cohort began. The considerable gap between the validation date and the first intake reflects the complexity and stringency of negotiations for accreditation with the professional bodies, the Council of Professions Supplementary to Medicine, and latterly the Health Professions' Council.

In 2001 the document was changed considerably, via the minor modifications procedures, in preparation for a highly successful visit by representatives of the Arts Therapies Board. Over the years further minor modifications have been made to update and reflect the evolving profession.

The programme thus adheres to and is guided by "external drivers" that determine quality provision not only in terms of Dramatherapy training (Joint Quality Assurance Committee (JQAC) Handbook, 3rd Edition, February 2002) but also the HPC Expectations of Standards of Proficiency (HPC Document 2004), both considered in detail below in the section on benchmarks.

The MA Dramatherapy was developed, within the Unit of Therapeutic Arts, at Derby University, evolving from an undergraduate (Honours) programme of study (BA Hons. Arts Therapies) the first of its kind in England. This programme offered students opportunities to take their artistic skills into the wider community, focussing specifically on those members of the community who had received the label "disadvantaged".

The programme of study had, and still has, a strong emphasis upon the students' gaining therapeutic knowledge and facilitative skills, particularly in line with the Creative Expressive Model, as outlined by Dr Sue Jennings (1992), an eminent Dramatherapy practitioner and theorist, as a model of Dramatherapy. This model promotes the maintenance and enhancement of personal skills and does not focus upon client pathology.

Responses from students and from community fieldwork providers indicated there was a need for a more specialised form of clinical training, ie, that a programme of study be provided that enabled students, at Post Graduate Level, to achieve a "License to Practice" as fully qualified and registered Dramatherapists. This would then provide a much needed *therapeutic resource for the community*.

Information informally provided to the staff team from a number of areas, including Mental Health, Learning Disability Services, Pupil Referral Units, all expressed a desire to see an increase in provision of services to the region, beyond the scope of provision offered thus far. This included reference to social skills, specific interpersonal problem behaviours and emotional difficulties for service users.

The programme is designed to create the learning environment which will result in students at Masters level able to apply for registration as Dramatherapists, because they have the knowledge, understanding, and skill culminating in ethical, informed, reflective Dramatherapy practice.

Within the original staff team at the University, in the former School of Health and Community Studies, there was already significant qualification and experience in using creativity and play therapeutically within the community. Also there was considerable experience in training occupational therapists for work in mental health settings. However, limitations were acknowledged. In order to meet the demands of the development of the programme, staff members embarked on further training and registered Dramatherapists, with wide clinical experience, were recruited to join the Development Team. Guidance was sought from the British Association of Dramatherapists, and from the Council of Professions Supplementary to Medicine as to the best way to proceed with this intended development.

At its core is a commitment to the preparation of students to become proficient, reliable, well-grounded and innovative Dramatherapists who are fully aware of their ethical obligations and the code of professional practice.

As already acknowledged, this programme came into existence to make Dramatherapy training available to those based in, and accessible to, the Midlands. At the time of the earlier validation of the programme there was a Dramatherapy training in Manchester, however this has since closed. Currently there are Dramatherapy courses based in the South West and two in London. Consequently the University of Derby Programme is the only training for Dramatherapists in the Midlands and north of England.

The impetus for all Dramatherapy courses comes from the 1981 decision by the Department of Health that Arts Therapists should not only have a firm grounding in their art form, but be trained in the therapeutic application of their art (Waller, 1991:xi). Soon afterwards, in 1982, Dramatherapy was firmly rooted in the structure of the health service, with its assimilation into the Whitley Council.

The programme is committed to the concept of the primacy of the “dramatic act” in Dramatherapy. Philosophically it is grounded in literature that claims that human beings have creative and dramatic potential, and that inherent to our well being is to play and dramatise our experience. Therefore the MA in Dramatherapy at Derby in some ways draws its psychotherapeutic processes from Psychodrama, where “Act Hunger” is seen as a driving force in human behaviour.

The programme aims to make an essential and distinctive contribution to the profession, and the body of knowledge which supports it. The programme modules included in the last validation offered the student different Dramatherapy experiences for comparison and critique. Throughout these modules there are opportunities through seminars, lectures and student presentations to explore the nature of drama and theatrical expression, and how this, in itself, can promote growth and change.

The programme for validation 2009 reflects development of the importance of drama and theatrical expression at the heart of the therapeutic process. The re validated programme reasserts the importance of action and emphasis on non verbal communication in the role of the profession. It is essential that students have a strong identity in theatre and Dramatherapy practices within the profession and job market so students can be confident about their professional identity. The programme recognises the uniqueness of the profession and the role it can play in the future delivery of clinical and educational provision for vulnerable people. The development of the Dramatherapy identity in preparation for the

job market also emphasis emerging research and theory that has the potential to define and reinforce the credibility of the profession.

The MA in Dramatherapy at the University of Derby also gives the student opportunities to participate in carefully selected experiential activities and theoretical debates with those studying other forms of Arts therapies. Such mechanisms enable the student to gain an even deeper personal and conceptual understanding of the nature of the 'dramatic act' and its contribution to communication and healing. The MA in Dramatherapy also introduces the student to the notions of integrative working and multi-modal approaches to therapy. As such the integrative approach emphasises the need for students to recognise that different clients, at different times, may require distinct models or approaches to be applied. For example: Creative Expressive, Task oriented and Insight (Psychotherapeutic) models. In addition the student is required to engage in the debate as to whether Dramatherapy practice can, indeed, be separated in such a way.

Multi-modal approaches are also intrinsic to our philosophy, exploring the interface between the different art forms within Dramatherapy practise. This is intended to ensure that in therapeutic practice students are able to draw from a wide range of theory and skills, from the arts therapies as a whole, to meet particular client need.

The programme exists to prepare practitioners for a range of work with people encountering considerable depth of emotional and mental distress. The nature of the work is developmental and psychotherapeutic. Graduates of the programme work in the NHS and other statutory, voluntary and community agencies, which respond to, for example, mental health needs, homelessness, drug and alcohol misuse, asylum seekers, school exclusion. Work also occurs in the forensic sector, in hospices, and in prison and detention centres. The strategies employed to meet such needs derive from knowledge, understanding and skill culminating in ethical, informed, reflective practice. More than anything else, the graduate needs to be able to work safely, sensitively and imaginatively with unconscious processes and non-verbal communications. The programme is designed to create the learning experiences, which will result in such practice.

The programme echoes trends within the National Health Service and other sectors where there is a need for Evidence based practice ensuring the best use of resources. This has seen an increasing consideration given to clinical governance and briefer more targeted interventions.

The programme is delivered in line with the Universities corporate plan and is informed by the "Curriculum for the Future" Strategy. Therefore all teaching delivered on the Programmes is informed by current research and practice, and members of the programme teams draw upon this knowledge and their clinical experience in the delivery of the programmes. This supports the University's aim to ensure teaching is informed by research and practice and reflect the Universities mission to provide high quality teaching enriched by research. To ensure this takes place the programme design will require mapping to the University's core values of 'Quality' and 'Challenge and Innovation.'

The Programme aims to be 'To be the learners first choice for quality and opportunity' through building upon the past programme provision and reputation through enhancing the student experience and ensuring that staff within the programme team continue to be known for being consistent in their approach; hearing as well as listening to what students say; and responding appropriately and sensitively to any issues raised.

Assessment strategies and the student learning experience will be varied aiming to meet the variety of student learning styles ensuring all students are provided with the best opportunity to succeed. In support of this the programmes will embrace new technologies to enhance

the delivery of the programme and the learning experience of students.

Placement provision are a central component of the programmes and existing partnerships will be supported and enhanced while creating new opportunities for student learning which can also enhance service provision and the widening availability of the arts therapies. Links will also be made to the University of Derby corporate and the potentials for income generation will be embraced where they do not conflict with the central task of delivering high quality teaching and learning.

In meeting the need for appropriately trained practitioners we have consulted the following:

In meeting the need for appropriately trained Dramatherapy practitioners we have consulted the following documents:

- QAA Benchmarks for Arts Therapists
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/ArtsTherapy.pdf>
- Health Professions Council Standards of Education and Training
http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5_v2.pdf
- Health Professions Council Standards of Proficiency
http://www.hpc-uk.org/assets/documents/100004FBStandards_of_Proficiency_Arts_Therapists.pdf
- Health Professions Council Standards of Conduct, Performance and Ethics
<http://www.hpc-uk.org/assets/documents/10002367FINALcopyofSCPEJuly2008.pdf>

Legislation relating to equality, diversity and human rights has been consulted including:

- The Equality Act (2006)
http://www.opsi.gov.uk/acts/acts2006/ukpga_20060003_en_1
- The Disability Discrimination Act (1995 and 2005)
http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001068
- The Special Education Needs Disability Act (2001)
http://www.opsi.gov.uk/acts/acts2001/ukpga_20010010_en_1
- The Race Relations Act (1976, 2000 and 2003)
<http://www.opsi.gov.uk/si/si2003/20031626.htm>
- Humans Rights Act (1998)
http://www.opsi.gov.uk/acts/acts1998/ukpga_19980042_en_1
- Sex Discrimination Act (1975 and 2003)
<http://www.opsi.gov.uk/si/si2003/20031657.htm>
- The Equality Act (Sexual Orientation) Regulations (2007)
http://www.opsi.gov.uk/si/si2007/uksi_20071263_en_1

- Age Discrimination Act (2006)

<http://www.opsi.gov.uk/si/si2006/20061031.htm>

Legislation and policy relating to the provision of service to children and young people, has been consulted including:

- The Children Act (1989 and 2004)

http://www.opsi.gov.uk/acts/acts2004/ukpga_20040031_en_1

- Every Child Matters: the Green Paper (2003)

<http://www.everychildmatters.gov.uk/>

4.2 The Health Professions' Council

The Health Professions Council (HPC) is a new regulator which came into being in July 2003, and whose aim is to safeguard the health and well-being of anyone using or needing the services of the twelve health care professions which it registers. It is also the body charged with responsibility of professional accreditation and monitoring of all arts therapies programmes. Programmes are therefore required to meet the HPC Standards of Education and Training (SET) and course content is also required to be mapped against the HPC Standards of Proficiency (SOP). As such the Development Team have, both in the documentation of this and previous validations, consulted the Health Professions' Council, and the Council of Professions Supplementary to Medicine (CPSM), its predecessor, in developing the programme.

The programme exists to prepare practitioners for a range of work with people encountering considerable depth of emotional and mental distress. The nature of the work is developmental and psychotherapeutic. Graduates of the programme work in the NHS and other statutory, voluntary and community agencies, which respond to, for example, mental health needs, homelessness, drug and alcohol misuse, asylum seekers, school exclusion. Work also occurs in the forensic sector, in hospices, and in prison and detention centres. The strategies employed to meet such needs derive from knowledge, understanding and skill culminating in ethical, informed, reflective practice. More than anything else, the graduate needs to be able to work safely, sensitively and imaginatively with unconscious processes and non-verbal communications. The programme is designed to create the learning experiences, which will result in such practice.

As a result of changes within the National Health Service, for example: increasing emphasis on clinical governance and briefer more targeted interventions, the course places evidence based practice as a foundation to clinical/therapeutic working.

There is a national decline in the numbers of adult students currently accessing full-time higher education, prompted by the changes in student funding. The MA at Derby has a different structure from those offered elsewhere. Through its system of preparatory modules, it is able to offer those with non-standard entry qualifications the opportunity to prove that they are capable of the appropriate level of academic work and of personal process and reflection.

4.3 External Examination

The programme has an External Examiner who is also a member of The Health Professions' Council, thus ensuring that the necessary oversight and advice continues to occur in externally moderating assessments and ensuring academic rigour and the currency of the programme.

4.4 Dramatherapists: Standards of Proficiency

This publication contains both generic and profession specific elements, both of which must be met within the Programme. The generic standards are the key obligations which must be met by registrants, and thus those that you should acquire over the course of the Masters programme.

These standards of practice are attached as part of the Appendices. The core areas are:

- Professional autonomy and accountability
- Professional relationships
- Identification and assessment of health and social care needs
- Formulation of plans and strategies for meeting health and social care needs
- Critical evaluation of the impact of, and response to, one's actions
- Knowledge, understanding and skills

These core skills are built theoretically, experientially and practically over the course of the MA in Dramatherapy.

In the first phase there is a dedicated block of supervised studio time which assists you to understand the role of Drama/theatre in a studio setting, and to discover how different that is from the Dramatherapy closed group.

Theoretical understanding is extended through the study of theories of human development and pathology within the Arts Therapies Theory and Research Related to Practice One module. Assessments require you to be able to theorise and critique concepts, and then to apply this to clinical reasoning.

The demonstration of being able to work under careful supervision, and to practice with professional autonomy and accountability is then developed in the first clinical placement with its attendant supervision on-site, and attendance of the reflective practice group at the University.

In the second phase, the longer clinical placement runs in parallel with the development of a much greater depth of theoretical understanding and the capacity to make clinical decisions. There is a further module in which the role of the Theatre/drama is explored, especially as it relates to creativity and identity which is combined with the Independent Scholarship module. So as to provide the means of exploring and evaluating practice, you complete a blended learning module which includes evidence based practice and research methodologies at its core. This is the Arts Therapies Theory and Research Related to Practice Two module.

The third phase requires each student to take an aspect of practice and to scrutinise how theatre/drama is utilised therapeutically, and develop a method through which to do so. At all stages issues of ethics and methodology are much to the fore.

4.5 QAA Subject Benchmarks

Section A: Professional Autonomy and accountability.
Professional Relationships.
Personal and Professional skills.
Profession and Employer content.

It is in the two clinical placement modules, that you demonstrate an ability to meet these benchmarks. Significant learning takes place through practising in under close supervision from supervisors on the placement and within the University Based Reflective Practice Group.

Section B: Application of Arts Therapies in securing, maintaining or improving health and well-being.

Section C: Knowledge and Understanding. Psychotherapeutic concepts, medicine (physiology) and psychiatry, human development, group dynamics, mental health. Research and evidence based practice.

The theoretical underpinning is developed in the Arts Therapies Theory and Research Related to Practice One and Two and the Independent Scholarship modules. The assessments help to establish your ability to use theoretical material in thinking about specified clinical situations.

The ability to work suitably as a practitioner is developed and assessed through the clinical placements and attendant supervision.

Knowledge of group dynamics and their working in practice is gained through participation in the training group over two years. You demonstrate through participation, and through an assessed seminar presentation that you possess the ability to reflect on your own, and others' contributions to group processes, and on how internal and external processes find reflection in the image.

Research skills are developed incrementally through the various assessment processes. A module in the second phase encompasses evidence-based practice and the development of an outline research proposal. This enables you to take understandings about improvisation, theatre craft and drama, gained in the first phase module, Dramatherapy Studio and used to inform the development of a focus for research. By these means, you are prepared for Independent Scholarship through a Body of Work and therefore Masters level work.

4.6 QAA Code of Practice

The precept on Placement Learning has been consulted to ensure placement procedures meet identified standards. The Development Team are satisfied that the programme has procedures in place which exceed the minimum requirements identified in the Precept of the Code of Practice.

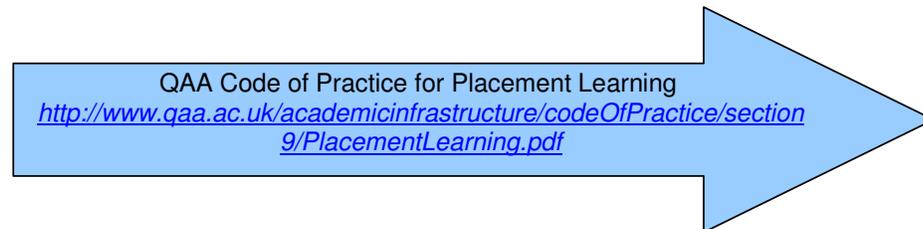
The programme aims and module learning outcomes take account of the experience which Dramatherapy clinical placements are typically able to offer, and a clause has been inserted into the module outline for each clinical placement which recognises the need to adapt to the requirements of the setting.

As is evident from the Clinical Placement Module Handbooks there are assessment criteria which must be met by you in any placement so as to ensure that an ability to practice safely has been demonstrated. As well, Section 5 of the assessment schedule asks for negotiated criteria to be entered and assessed. These are normally taken from your learning contract and reflect the specific learning possibilities of the specific placement, as well as the your individual needs.

You are visited on placement to ensure that any emerging issues are resolved. You are required to attend the reflective practice group weekly to ensure that they you are regularly debriefed and that you are able to reflect on your practice, and make the necessary clinical

judgements. Induction sessions are offered to the whole student group in the Autumn semester before the first placement. The placement handbooks makes clear the responsibilities of the student, the University and the placement, and contains the necessary documents for completion by each party. Procedures are in place to cover the need, should it arise, for you to be withdrawn from placement

Through its emphasis on inclusively the programme operates within the guidelines of the QAA Code of Practice precept on students with disabilities.



4.7 Developing Academic Skills

Whilst our detailed teaching and learning strategies are given later in this handbook, it is important to note here that we believe in people's rights and abilities to learn and develop and have designed the course on this belief. To enable this to happen we offer support, provide study skills and encourage you to take responsibility for your own learning. It is no surprise then that we have a sustained record of widening participation to a diversity of learners.

We know that when you:

- have chosen a course,
- can see its relevance to your career,
- can base it on your experience,
- can take control of your learning and
- can access the right sort of support when you need it,

Then you will succeed.

It sounds daunting but the University of Derby prides itself on being a friendly place to study. The programme sits comfortably with the University's core values and its approach to learning which emphasise valuing our students, providing opportunities which are challenging, being focussed on your needs, providing flexible learning of high standard and preparing you for work. Examples, of how we enable learning are given in Section 8.

The University has a rigorous approach to evaluating its provision through its Annual Monitoring system and we share that commitment. The programme has received praise and recognition for this commitment to improving standards. Your involvement in this process is shown in Section 10.

In creating the means to develop your academic skills we have consulted:

- the University Core Values;
- the University's Learning, Teaching, and Assessment Strategy;
- the Framework for Higher Education qualifications;

- the Qualifications and Curriculum Authority
- the Quality Assurance Agency for Higher Education.

4.8 Enabling you to become confident, reflective and life-long learners

Good Dramatherapy practice is reflective practice and the learning linked to this never ends. Reflective practice can be seen as the means by which we become more aware of what we do and the effects of what we do on others. We do this by questioning what we do in the light of theory, professional values and discussion; this changes how we think about things and it opens up the possibilities for professional and personal development. The course is based on your developing as reflective practitioners and has a number of ways of helping this to happen:

- Focusing Phase One on reflective practice, laying the foundations for the rest of the course and your career;
- Helping you learn how to learn;
- Exposing you to new ideas and ways of thinking through teaching and reading;
- Encouraging you to discuss your ideas in tutorials and placement supervision;
- Encouraging you to record and feel proud of your achievements;
- Encouraging you to be creative in University-based sessions and in practice;
- Seeing this course as part of a continuing journey.

This learning is based on valuing your strengths, identifying your needs and helping you meet them. When we have belief in ourselves, recognise our strengths and keep demonstrating our abilities to learn we become confident, life-long learners. In the process we become practitioners who are willing to change and to create change.

The University has a commitment to Personal Development Progress (PDP) which links into this process. It involves your recording and reflecting on your achievements in order to develop self-confidence and greater employability. As can be seen from the above, PDP runs throughout the course and is achieved through the experiences and assessments designed as part of the programme.

4.9 What is distinctive about this programme?

- The programme's record and quality of achievement;
- It's ability to reflect and respond to a changing and growing job market;
- Working alongside a diverse group of students;
- Having practice at the heart of its delivery;
- Placing emphasis upon the central role of Theatre and 'the Drama' within the dramatherapy setting;
- Developing your own creative process;
- Valuing the strengths you bring and
- Equipping you for life-long learning and an exciting career.

4.9.1 The Independent Scholarship Module

A significant distinctive component of the programme offered at the University of Derby is the independent scholarship module.

Your independent scholarship, as the name implies, is an opportunity to work on a project of your own, developing your own particular line of investigation. You use this opportunity to

examine an area of practice in depth providing an opportunity for the integration of all components of the programme.

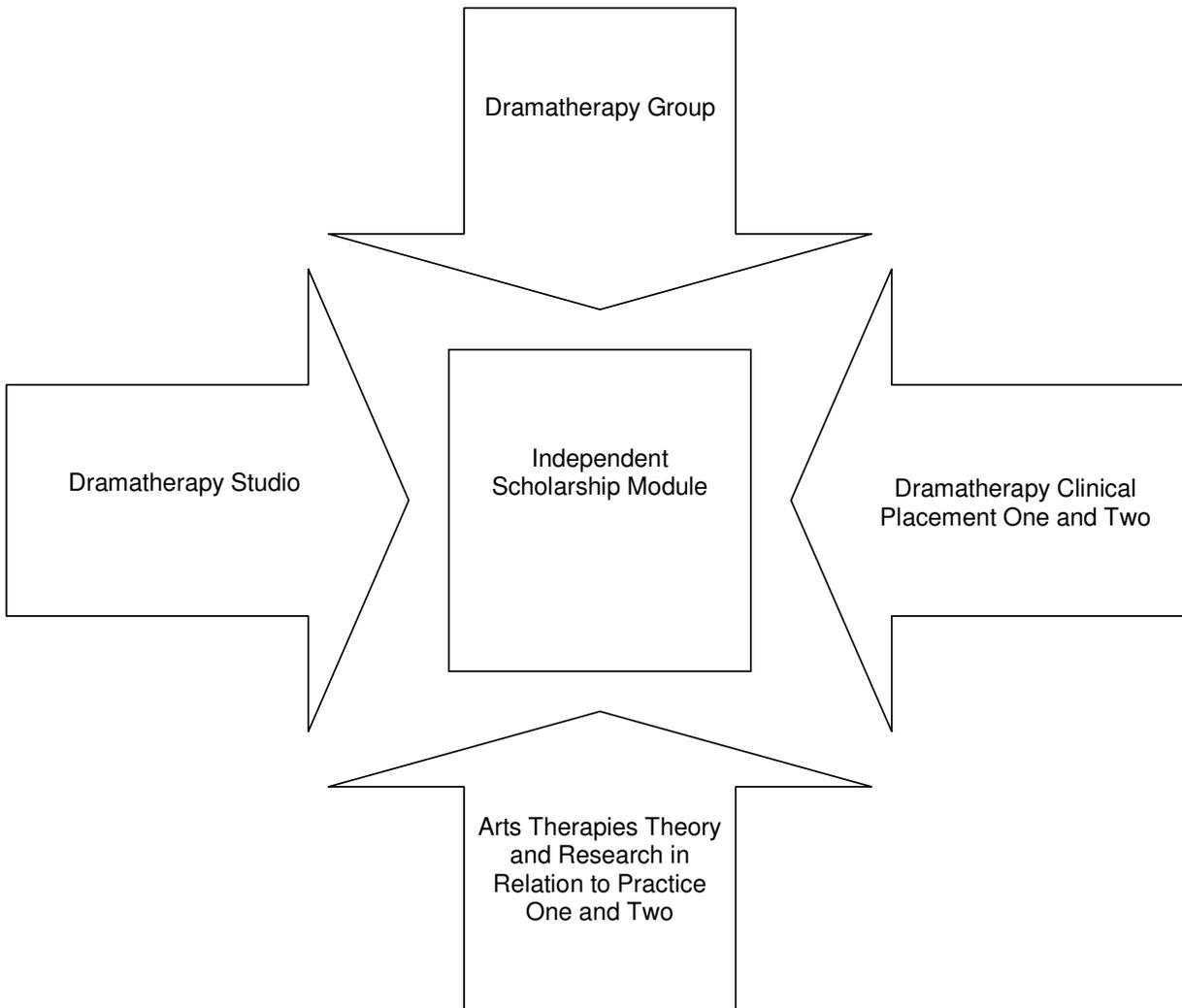
Your scholarship will integrate all of the learning and knowledge that you have developed during the programme, which is synthesised into a substantial body of work pertaining to an area of practice relevant to your specified profession.

Your development of safe and effective practice as an Arts Therapists is enhanced through this module by:

- Developing your professional acumen
- Demonstrating ethical competencies
- Deepening your clinical and theoretical reasoning
- Linking experiential learning, clinical practice, theoretical knowledge and use of self into a cohesive body of work
- Demonstrating your ability to sustain a prolonged and critical engagement with your art form
- Demonstrating an ability to translate and articulate non verbal language into verbal communications
- Demonstrating your capacity to develop and articulate your own personal clinical philosophy and identity based upon research, understanding and knowledge gained.
- Demonstrating your ability to maintain professional boundaries and negotiate the complex interaction between arts based and psychotherapeutic understanding
- Evidencing your capacity for non-judgmental critical on self and other distilled into your body of work and critique
- Demonstrating your capacity for unprejudiced objectivity

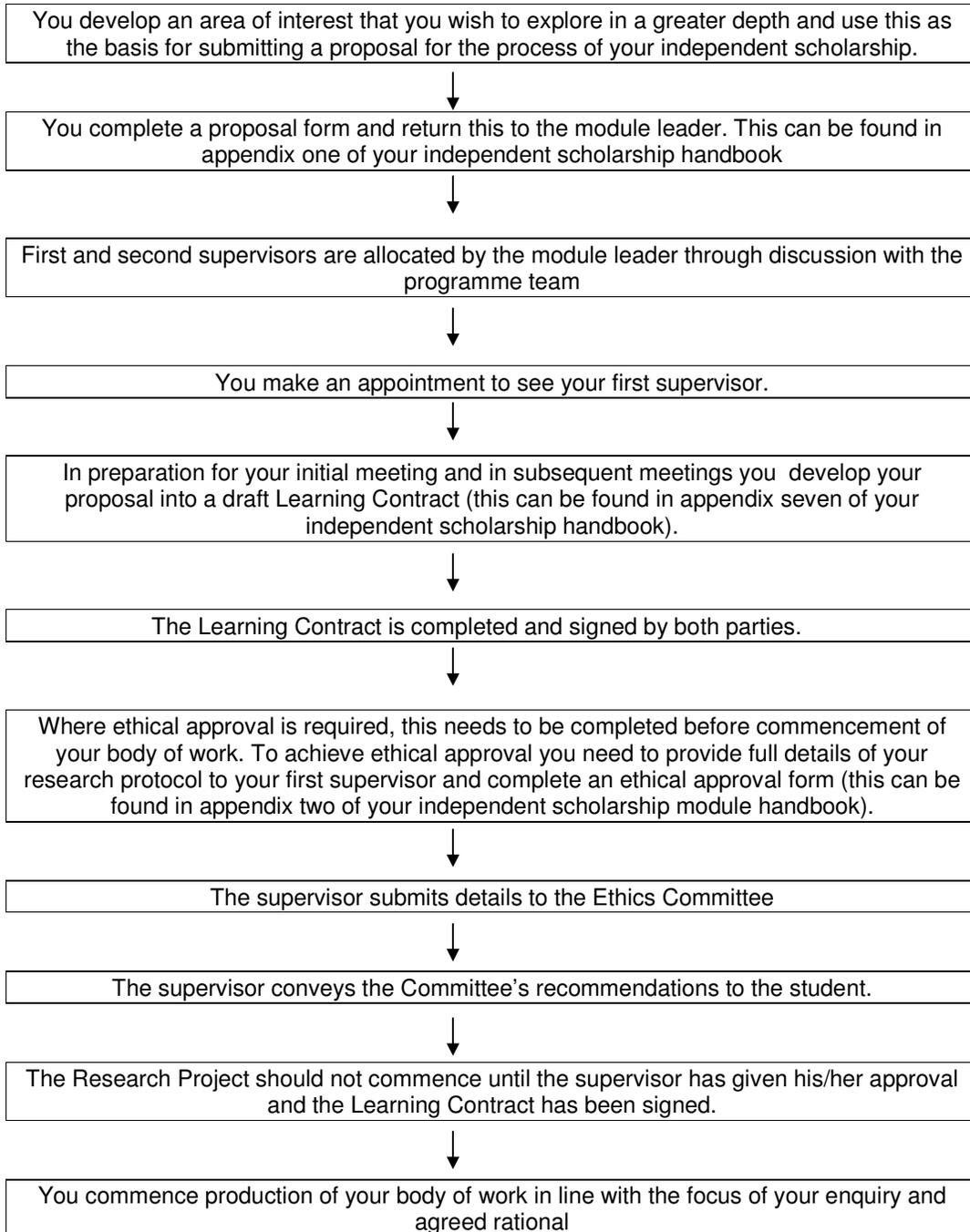
- Highlighting the value of aesthetic distance and the role of metaphor in enhancing safety within the therapeutic relationship

- Furthering your understanding of the role of your art form as a mediator and objective reality within the therapeutic relationship



Your independent scholarship is undertaken under the supervision of two members of staff, the primary and secondary supervisors. The primary supervisor is a member of the course staff who advises you and monitors your scholarship. The secondary supervisor has a less frequent supervisory roll. They may be consulted, for example, while your primary supervisor is on holiday to allow ongoing support. Alternatively, they may have specialist knowledge which your primary supervisor has identified as important for you to benefit from.

Independent Scholarship (IS) Flowchart



5. PROGRAMME AIMS

As the programme learning outcomes, make clear, the MA Dramatherapy reflects the University's mission in terms of meeting national and local needs, preparing you for employment and further study, and in enabling you to develop your capacity to learn, and in widening access to education.

To meet the professional demands required of State Registered Dramatherapists by the HPC, the Standards of Proficiency expectations, outlined in the HPC document 2004, are taken as parameters for the students training. The full text of the HPC Standards is available at:



In meeting the HPC Standards of Proficiency, the programme aims are for successful students to be able to:

- Enable you to gain and critique a solid advanced experience of clinical Dramatherapy practice and supervision.
- Enable you to meet the registration requirements of HPC, thereby becoming a sound practitioner who can contribute to the profession of Dramatherapy.
- Expose you to the kind of studio environment in which to become a committed practitioner, thus enhancing your skills when facilitating clients in the realisation of their work;
- Through the provision of a positive innovative learning experience promote your personal, academic and professional development, and engender the concept of independent and lifelong learning.

Empower you towards your practice and excellence.

- Through a programme of advanced study ensure that you are equipped to meet the needs of the developing Dramatherapy profession.
- Instil in you the skills and rigour in the areas of reflective and innovative practice and research which ensures you can critique and advance practice.
- Enable you to best demonstrate Dramatherapy efficacy within an evidenced based practice environment.
- Apply for full membership of the British Association of Dramatherapists (BADth).

The programme complies with the HPC Standards of Proficiency (SOP) for Dramatherapy and demonstrates the unique nature of Dramatherapy drawing on:

- Being able to use a range of dramatic concepts, techniques and procedures (including games, activities, styles and structures) competently. Understand core processes and forms of creativity, movement, play and dramatic representation pertinent to practice with a range of client groups.
- Understanding both the symbolic value and intent inherent in drama as an art form, and with more explicit forms of enactment and re-enactment of imagined or lived experience
- knowing a range of theatrical representation techniques and be able to engage clients in a variety of performance-derived roles
- Recognises that dramatherapy is a unique form of psychotherapy in which creativity, play, movement, voice, storytelling, dramatisation and the performance arts have a central position within the therapeutic relationship
- Recognises that different approaches to the discipline have developed from different histories in Eastern and Western Europe and the Americas
- Recognises that the discipline has deep foundations within the many cultural traditions that use ritual, play, drama and performance for the enhancement of health
- Know the key principles of influential theatre practitioners and their relevance to the therapeutic setting.

The MA Dramatherapy at the University of Derby offers a programme that enables you to develop an approach to Dramatherapy that integrates psychology, psychotherapy and anthropology to heighten the dramatic processes in a therapeutic context. The emphasis on integration will enable you to develop a unique philosophy and approach in your development as a trainee Dramatherapist using a collaborative learning approach.

6. PROGRAMME LEARNING OUTCOMES

The Learning Outcomes are determined by professional and academic criteria and therefore need to be considered in the contexts of phases one, two and three leading to the award of Master of Arts in Dramatherapy, as the qualification which entitles the student to apply for registration with the Health Professions' Council.

Phase one provides a foundation in which you can locate previous experience of using drama with vulnerable people, and begin to develop the academic and professional competencies which will enable you to undertake dramatherapy practice. It also includes the first clinical placement.

Phase two builds on the foundation of phase one in order for you to further develop professional and academic competencies and to do so particularly in terms of managing a caseload, and in assessment and delivery of longer-term Dramatherapy with individuals and groups whose need is located in social, psychological and emotional distress. It includes the second clinical placement, which will be qualitatively different from the first. Taken together they ensure that the student is familiar with Dramatherapy in a range of community and mental health settings.

Phase three has been designed to enable you to assimilate and confirm all the necessary skills, reflective capacities and professional standards of proficiency in order to be able to register as Dramatherapists with the Health Professions' Council. It also offers you the opportunity to demonstrate a capacity to work at Masters level. Here you build on their clinical, academic and research skills in order to justify, design and implement a project which critically scrutinises an aspect of Dramatherapy practice.

Phases one, two and three are shaped by the threshold competencies required for professional qualification defined by the Health Professions Council Standards of Proficiency for Dramatherapists and the Joint Quality Assurance Committee (JQAC) core course requirements, and the Quality Assurance Agency (QAA) benchmarks for arts therapies into which they are incorporated.

6.1 Knowledge and Understanding

KNOWLEDGE AND UNDERSTANDING

- Key theoretical frameworks within Dramatherapy.
- Psychological paradigms that inform Dramatherapy theory.
- Theoretical frameworks and their application to pathology
- Dramatic and theatrical modalities and their application in Dramatherapy practice
- Therapeutic processes
- Assessment and evaluation in therapeutic work.
- Social and cultural factors that influence the therapeutic work.
- Research methodologies and research skills.
- Theoretical frameworks and their application to pathology.
- Psychological paradigms compared and contrasted.
- Modalities of theatre applied within Dramatherapy practice.
- Therapeutic process and specific interventions.
- Assessment and Evaluation.
- Groups and Group processes.
- Research and writing skills

6.2 Intellectual Skills

INTELLECTUAL SKILLS

- Analyse theoretical material
- Reflect upon experience in light of personal and formal theory
- Demonstrate professional reasoning
- Demonstrate independent thought
- Evaluate the work of self and others.
- Formulate therapeutic perspectives.
- Evaluate practice within multi-disciplinary contexts
- Critically reflect upon theoretical framework

6.3 Practical and Subject-Specific Skills

PRACTICAL AND SUBJECT-SPECIFIC SKILLS

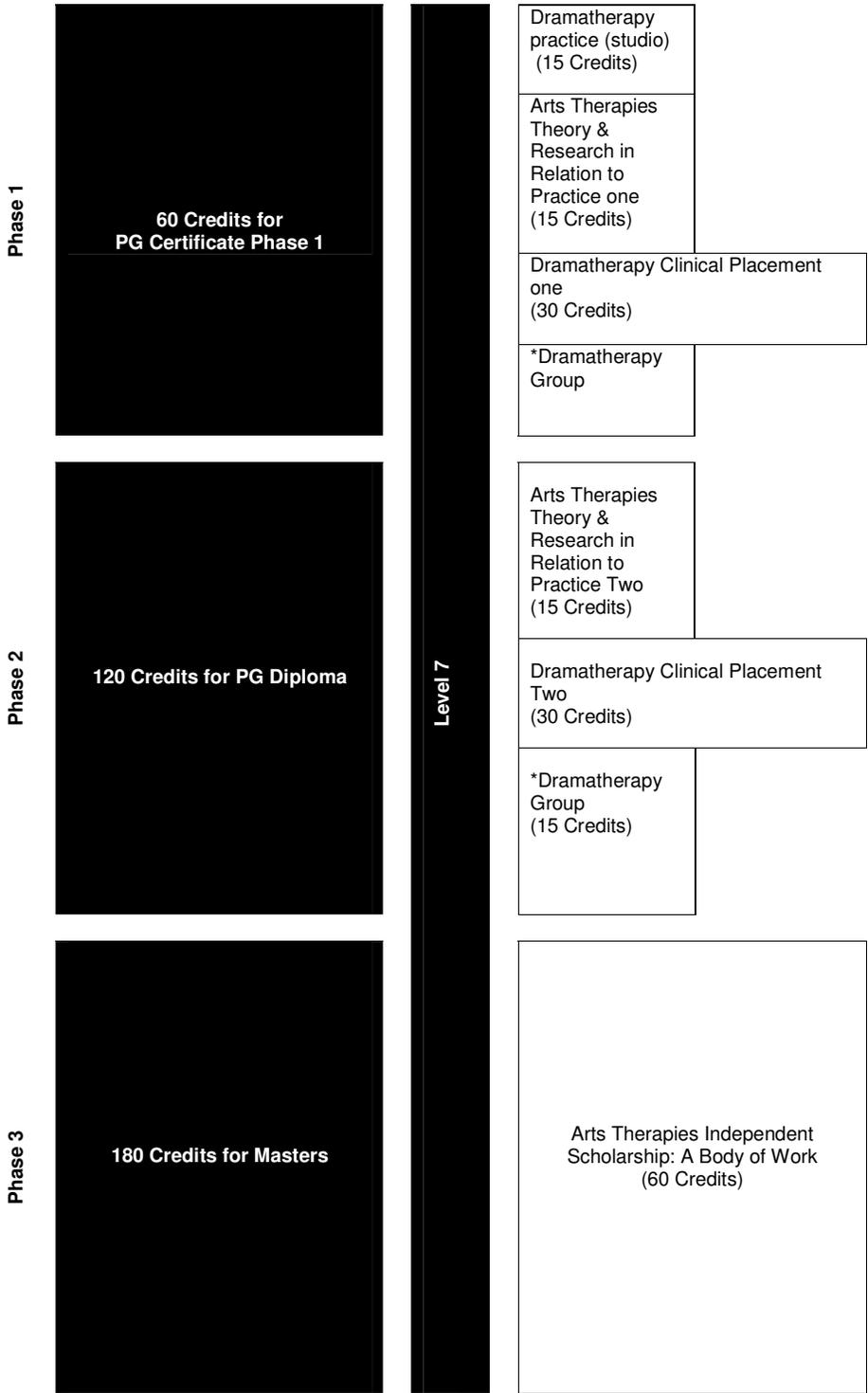
- Facilitate Dramatherapy sessions with pre-determined client groups.
- Choose appropriate interventions that meet client need.
- Work professionally and effectively within multi-disciplinary teams.
- Use cognitive, emotional, therapeutic and Dramatic skills in relation to client need.
- Use supervision to evolve and develop their Dramatherapy practice.
- Function as a Dramatherapist in a range of settings.

6.4 Transferable Skills

TRANSFERABLE SKILLS

- Recognise personal strengths and transferable skills.
- Articulate and communicate ideas effectively both orally and in writing.
- Manage time and meet deadlines.
- Work independently and manage self.
- Participate in and facilitate groups.
- Use learning resources and current technology to find, interpret and deliver information.
- Be self reliant, innovative and demonstrate independence of thought.
- Be a reflexive practitioner who is able to recognise the interplay between personal and formal theory within a given context and critically evaluate existing viewpoints.
- Be well versed in the principles of emotional education.

7. PROGRAMME STRUCTURE



* Dramatherapy Group module is 15 credits over two years

7.1 Progression and Structure of the Programme

The programme comprises three phases. Through a full-time programme, it is delivered in such a way that it is accessible to you if you are living at a distance, or need to retain part of the week in which to earn an income. In each semester, one full day is required for University attendance, and two for clinical placement (these start in January of phase one). The programme must be completed within four years from the point of initial enrolment, unless extenuating circumstances apply (this is a deviation from the University PG regulations in response to the need to ensure the currency of the programme and your fitness to practice). This allows a student to proceed more slowly, for example, where additional needs apply. At the same time it ensures the currency of professional training.

	Autumn Semester	Spring Semester	Summer Semester
PG Certificate Phase	Dramatherapy Studio Arts Therapies Theory and Research Related to Practice One Clinical Placement One Dramatherapy Group	Dramatherapy Studio Arts Therapies Theory and Research Related to Practice One Clinical Placement One Dramatherapy Group	Dramatherapy Studio Arts Therapies Theory and Research Related to Practice One Clinical Placement One Dramatherapy Group
PG Diploma Phase incorporating MA Phase	Arts Therapies Theory and Research Related to Practice Two Clinical Placement Two Dramatherapy Group Independent Study-Body of Work	Arts Therapies Theory and Research Related to Practice Two Clinical Placement Two Independent Study-Body of Work	Arts Therapies Theory and Research Related to Practice Two Clinical Placement Two Independent Study-Body of Work

At phase one, there are four core modules and one concurrent module. You study four core standard modules (75 credits). The Dramatherapy Group module is not completed however until mid way through the spring semester in phase two. You need to pass all other modules, at level 7 to progress to phase 2.

Module title in order of completion	Status	Credits
Arts Therapies Theory and Research Related to Practice One	Core	15
Dramatherapy (Studio)	Core	15
Dramatherapy Clinical Placement One	Core	30
Dramatherapy Group	Core	15

At phase two, two modules are Core. You study one single module (15 credits) and one through module (30 credits) as well as completing the Dramatherapy Group module. In order to achieve the PG Certificate in Art as Healing all these modules must be completed (120 credits).

Module title in order of completion	Status	Credits
Arts Therapies Theory and Research Related to Practice Two	Core	15
Dramatherapy Clinical Placement Two	Core	30

At phase three, the Masters level, the Independent Scholarship is completed, which carries the weighting of four standard modules (60 credits). To be awarded the MA in Dramatherapy and be eligible to register with the HPC you are required to complete all modules within programme (180 credits).

Module Title in order of completion	Status	Credits
Independent Scholarship- Body of Work.	Core	60

The syllabus in phases one and two reflects the requirements for professional qualification and incorporates fieldwork practice. Each placement is preceded by University based preparatory sessions and is supported by weekly group reflective practice sessions facilitated by a Dramatherapist. These sessions support the Clinical Placement modules. You receive a midway visit for each placement at which the reflective practice group facilitator, or another nominated member of staff, meets with you and the on site clinical supervisor.

7.2 Modules

Modules are the units of study in a programme. To pass a module you need to meet its stated Learning Outcomes. Each module is accompanied by a Module Handbook; this provides you with curriculum content, a session schedule, study and teaching materials, guided reading and assessment guidance.

Each standard module is worth 15 credits and you will see from the previous tables that the placement modules are double modules which are worth 30 credits each. The Independent Scholarship module is a quadruple module and is therefore worth 60 credits.

All modules in this programme are Core Modules; this is because the programme is designed to prepare you for practice and has been shaped by the requirements of the Health Professions Council. A Core Module serves a fundamental role in the programme; this programme award cannot be conferred unless the credits attached to all the Core Modules, identified as leading to the award, have been achieved.

You will see that the programme consists of University-based sessions and a clinical placement. A placement is a period of time spent in the Dramatherapy field where you complete an assessed programme of work with the guidance of an experienced Supervisor. The placement allows you an opportunity to demonstrate your competence as a practitioner and is shaped by the requirements of the HPC Standards of Proficiency. Normally modules have between two and four Learning Outcomes.

7.3 Additional Attendance Requirements

There is strong evidence to support the direct correlation between your attendance and achievement. With this in mind the University places considerable importance on monitoring

your attendance and requires you to sign the University's Participation Policy when you enrol upon their programme in addition to a Programme Specific learning contract and consent form. Therefore all modules within the programme have 80% attendance is a requirement in order to pass the module

Therefore the University expects that if you have enrolled on a module you will participate fully in the learning activities associated with that module and to undertake the assessment attached to it. To this end the completion and signing of the Enrolment and Registration Form includes a commitment to the following participation contract:

“Unless I have specifically elected not to do so at the time of enrolment, I undertake to participate fully in those activities which are described in each module as essential and that I will inform the Module Leader if circumstances oblige me to miss any of these essential activities. I also confirm that I wish to have my performance assessed according to the approved procedures and that I will observe the deadlines and timetable prescribed for each module. I recognise that failure to participate adequately in these essential activities may lead to termination of my enrolment in the module(s) concerned. I understand that I will be invited to explain my failure to participate before termination on the module(s) occurs.”

(3 R's Part 2 : Enrolment and Registration. Section 3 : Participation Policy Sept 2003 <http://www.derby.ac.uk/academic-regulations/>)

The participation contract will be considered as breached in either of the following circumstances, unless you have negotiated alternative acceptable arrangements with the Module Leader.

- (1) You have missed any 3 consecutive weeks of a module (or failed to meet the 80% attendance requirements if specifically described in the module details provided to you) without good cause. You will be given one week to confirm your intention to continue studying on the module. If there is a nil response, or a negative response, your enrolment in the module may be terminated.
- (2) If you have intermittently missed 3 or more weeks (or sessions of one of the components of a module, eg tutorial or studio-based class), without approved extenuating circumstances and you are giving cause for concern. You will be given one week to take appropriate action. If this action is not forthcoming, enrolment in the module may be terminated.

Failure to attend can therefore result in non-acceptance of assessed work for the module and also a Fail and Return decision whereby you are required to retake the module in its entirety. This particularly applies to modules which examine personal process, and require you to demonstrate commitment and reliability.

In exceptional cases, approved extenuating circumstances may be offered when implementing this ruling.

7.4 Referrals

The recommendation for, and the manner of, referral must be approved by the Programme Assessment Board.

A referral in either PG Certificate, PG Diploma or Masters, in two or more modules is regarded as serious and the Assessment Board will normally recommend that you:

- Repeat referred or failed modules; or
- Repeat the phase; or
- Transfer to a more appropriate programme of study; or
- Withdrawn from the programme.

7.5 Clinical Placement Requirements

The Clinical Placement Handbook states that the student must obtain a pass for every factor assessed; otherwise the placement is rated as a failure.

Whilst every attempt is made to secure a placement which takes your circumstances into account and which matches your professional needs with an appropriate placement, the supply of placements is limited by geography, by resources and by the constraints faced by placement providers.

The programme cannot guarantee to meet your personal preferences. A placement will be offered which enables you to meet learning outcomes. It may be necessary for you to travel to such a placement

Refusal to accept a placement that is judged to meet the competence requirements could lead to an assessment board judgement of "Fail and Terminate studies". The programme has no responsibility to offer another placement where you refuse a placement, unless mitigating circumstances in line with the University's Extenuating Circumstances Regulations are produced and accepted by the Assessment Board.

Due to matters beyond the control of the programme, it is also the case that placement dates may not always coincide with the published start dates. In such cases the programme would negotiate a new and individual start date with you. In such cases, where you start a placement later than the published dates, the assessment submission dates for placement related work will be amended accordingly. Where placements are undertaken outside of the published dates, the University cannot be held responsible for any potential loss of earnings. You are advised to read carefully the Programme Handbook and the Module Handbooks.

As indicated in the programme structure, a fieldwork placement is an essential assessed component of the programme. Because the availability of placements is affected by factors beyond the control of the programme, the programme cannot guarantee that you will complete the Masters within the time indicated by your full time status.

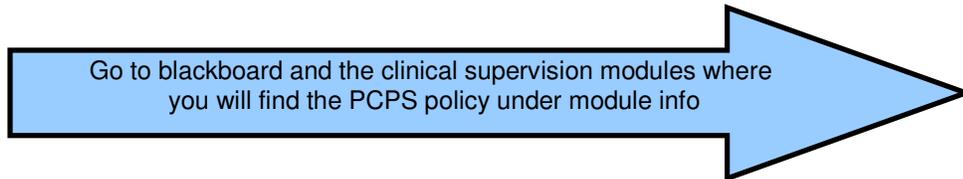
7.6 EHS Professional Conduct and Professional Suitability Policy (PCPS)

The nature of this programme is such that current academic regulations need to be supplemented by additional regulations concerning professional suitability and professional conduct. The Faculty of Education, Health & Sciences has recently developed a Professional Conduct and Professional Suitability Policy which seeks to ensure that students exhibit acceptable conduct and possess values and attitudes which make them suitable to practice in their chosen discipline. The Policy therefore plays an important part in ensuring that students on professional practice-focused programmes are fit for professional practice in the relevant professional area and that the university is able to deal promptly, appropriately and fairly in any situations where concerns about a student's professional conduct and professional suitability may arise. The net effect of the programme adopting this Policy is twofold in that;

- a) students need to be aware of what they do in practice and /or placements and its relationship to the Policy &

- b) the programme team has a responsibility to make this policy available and visible to students.

It is therefore essential you read the Professional Conduct and Professional Suitability Policy with respect to your conduct on placement. The document will give you clear guidelines on what is required of you.



7.7 Weak performance whilst on Clinical Placement

Where your performance in placement is of serious concern for the well being of yourself, service users, or other professionals, or where, in accordance with procedures identified in the programme handbook, you have struggled to respond positively to opportunities for improvement in performance, the programme reserves the right to withdraw you and close down the arrangement with the placement provider. A recommendation for failure of the placement and referral opportunity will be made to the Assessment Board.

If you fail a Clinical Placement module you will be offered appropriate guidance and one referral opportunity only. Following failure in the referral, you will not be allowed to retake the module and registration on the programme will be closed.

Referral opportunities in both Clinical Placement modules will be offered at the earliest opportunity. However, referral may inevitably lead to an extension of the programme

7.8 Inter-Professional Education (IPE)

Inter Professional Education is an important experience which allows you to learn alongside colleagues from different professions; this is in line with policy initiatives in the Every Child Matters agenda and The Children Act (2004). IPE takes a number of forms in the programme. Currently the following modules are shared with the MA Art Therapy programme; this may change as the Faculty develops its Inter-Professional Education policy.

Phase One:

- Arts Therapies Theory and Research in Relation to Practice One

Phase Two:

- Arts Therapies Theory and Research in Relation to Practice Two

In placements you have the opportunities to work with colleagues from a range of professions such as Social Work, Occupational Therapy, Psychiatry, and Clinical Psychology. Multi-professional working is a theme which runs through the programme modules.

7.9 Professional Development Planning (PDP)

The recording of your achievements and your reflection upon them are central to your development as a reflective practitioner. The University has a policy of encouraging students to engage in Professional Development Planning (PDP). We are committed to encouraging you to reflect upon your own learning and achievement. This is demonstrated in the teaching and learning methods we use throughout the programme.

8 LEARNING AND TEACHING STRATEGY

8.1 Learning and Teaching Strategy Overview

In formulating the programmes learning, teaching and assessment strategy the team has referred to and been influenced by the University Learning Teaching and Assessment Strategy 2007-9, A Curriculum Fit for the Future 2006, Health Professional Council (HPC) Standards of Education and training and (SETS) and the Health Professions Council (HPC) Standards of Proficiency. (SOP's). In addition to these local and national frameworks the programme is also in keeping with the School of Health's recognised need to ensure that curriculum provision remains in line with NHS modernisation.

Within the limitations imposed by external and internal drivers the programme design is innovative and relevant to the training of Arts Therapists in the 21st Century ensuring that graduates are fit for practice and highly competitive within the job market. Partnerships with local agencies (both public and private sector) as well as national, and international networking and exchange are also developed ensuring that the programme mirrors a global community of diversity and innovative ideas. The links with BAAT in particular are strong and through attendance and involvement by members of the Programme Teams (especially the Programme Leaders) the currency of the programme is current informed by clinical practice and contemporary research.

In supporting your learning experience the programme will support and enhance the PDP process and focus upon opportunities to maximise opportunities for learning in varied and diverse ways accommodating different learning styles. Therefore the programme is developed in line with the University's Learning Teaching and Assessment Strategy 2005-7. This ensures that the programme offers a diverse range of teaching and learning strategies provided through UDo / Blackboard, interactive lectures, experiential groupwork, seminars, tutorials, individual supervision and group reflective practice (this includes both academic and clinical supervision), studio practice and clinical placement. In addition to these components personal therapy although a mandatory requirement is also seen as integral to your learning process. The programme focuses upon making your learning experience accessible by designing, delivering and assessing the curriculum in flexible ways which support widening participation, retention and progression.

The programme acknowledges that central to it is the development of a competent Dramatherapy practitioner and that the integration of theory and practice is an intellectually and personally demanding process. Accordingly the programme is structured to facilitate the individual synthesis of values, theory and practice and to develop and demonstrate this in both clinical practice and in coursework. Placements are a major component and feature in both the first and second years.

The programme is aware that you may have additional needs in terms of placement provision and other learning. Where this is the case, the clinical placement module leader ensures that consultation occurs between the School Disability Advisor, the Clinical Supervisor and yourself. The aim is to ensure that whilst you are not disadvantaged, you

receive the quality of learning experience necessary in order to be able to later register as a Dramatherapist.

In enabling you to define and develop your practice, the programme recognises the importance of experiential learning. The programme encourages you to take individual responsibility for your own learning and to engage collectively in processes which will support your own and other's learning. These themes translate into an intention to shape your experience of the programme; this may be broadly categorised as follows:

8.2 Experiential Learning

The programme recognises the valuable resources which you bring to your learning in the shape of your life and work experiences; this resource forms the foundation upon which the programme builds and the basis upon which you are recruited. You are therefore encouraged to value yourself as a practitioner with considerable valuable experience and from this position of strength to develop the confidence and knowledge to analyse your experience, to exercise self-criticism and to accept supportive criticism from others.

8.3 Individual academic and professional development

At Masters Level you are expected to engage in the theoretical debates concerning therapeutic practice which generate the conceptual bases for professional intervention. These debates are set within the social, political, cultural and economic contexts of practice. The nature of this learning can be neither abstract, impersonal, or core and grows out of professional, intellectual and personal needs. You need to feel confident with the unresolved nature of academic debate and with reflecting upon its personal and professional application. Such personal development and analysis may be fraught with conflict, confusion and self doubt and you are encouraged to use a range of support mechanisms, for example, personal tutorials, student support groups, personal therapy and placement supervision, through this process.

8.4 Participative and negotiated learning

You are more likely to enhance your individual professional development when you are an active participant in helping to shape the nature of your own learning. You are encouraged and enabled to exercise a degree of control in, and take responsibility and accountability for, your own learning; this is an acknowledgement of your maturity as an adult learner and a valuing of your role as a responsible practitioner who routinely works with others in a participative manner, and increasingly exercises careful professional judgement.

8.5 Equality of opportunity

One of the major obstacles to individual development and participative learning is the existence of inequality and oppression. The closed experiential Dramatherapy Group affords the opportunity for exploration of the experience of both inequality and oppression in a safe environment. The programme recognises that whilst life histories are experienced as personal, they represent broader social realities which are not only diverse but unequal. Social inequality and conflict are therefore embodied within the student group. Students are encouraged to respond to this fact in a number of ways:

- Through acknowledging that their own common-sense understandings are likely to be partial and specific to their location within their social structure.

- Through recognising that every member of the group is likely to be, at different times of their lives, both oppressed and oppressor.
- That whilst experience is a valuable resource, each student is in control of what s/he chooses to disclose to others.
- Through a commitment to questioning of self and others in constructive educational ways through the experiential Dramatherapy Group.

The programme recognises that whilst there is a clear commitment to equality of opportunity, the ways in which this is implemented are always open to debate and the subject of demanding personal and professional struggle. Students will be encouraged to engage openly in this debate and to develop anti-oppressive ways of doing so.

8.6 Flexible Learning

The focus upon preparing good practitioners emphasises teaching and learning strategies which are based on inter-personal interaction and reflection; this means that much of your learning takes place in placements and in groups, alongside your colleagues. Your student group is an excellent source of reflection and practical learning. However, to allow greater flexibility and to encourage independent learners, use is made of blended learning (a combination of learning methods which includes student-directed tasks, directed reading, use of a module workbook or reflective diaries and tutorials). You will be required to undertake reading and other tasks in preparation for University-based sessions and for formative assessment such as group presentations. The programme makes use of Blackboard and other electronic resources to support your learning and you are encouraged to use such resources with confidence.

8.7 Blended Learning

All modules require you to access taught resources uploaded onto blackboard offering an online component. As a whole the programme combines online resources, taught modules, experiential modules, clinical placements and the requirement to undertake personal therapy. As such a range of blended learning styles and approaches is inherent to the programme. Therefore you need to be computer literate. You also need to be able to use digital cameras and possess the ability to work with digital photographs.

With respect to e-learning and e-resources you will join e-learning pods so you can share information and receive support during the times when you are not physically present at the University. Attending the University one day a week can present potential problems for you in terms of isolation and limited support. The e-pods attempt to address this by setting up small groups known as e-pods in the clinical placement modules and Independent scholarship Module although they also have value in other areas of the programmes, especially tutorials.

The clinical placement module e-pods enable you to communicate and support one another about your placements as issues that arise can be discussed through this forum quickly and readily rather than wait for up to a week before attendance at the University.

The e-pod for the Independent Scholarship (IS) is perhaps all the more crucial as you finish the taught elements of the programme at the end of June. The period between the end of June and the end of September is for further IS development. This period is characterised by potential isolation and limited peer support which can result in late submissions or an extended period of development.

8.8 Teaching and Learning Strategies Employed

Whilst recognising that you will become more independent in your learning, the broad coalescence of curriculum, academic level and learning strategies may be typified as follows.

- At the beginning of the programme in phase one, emphasis is placed on self awareness, interpersonal development, Dramatherapy skills and the integration and impact of research on practice. As such, strategies are employed which encourage you to both reflect and research your group work and clinical experience, your previous life experiences and upon the skills, knowledge and understanding required to become a reflective practitioner. A greater emphasis is accordingly placed upon small group work, reflective journals, processing, practical skills and greater tutor direction of study. The placement focuses on working with a range of clients and emphasis is placed on the establishing of boundaries, confidentiality and the role of supervision. You are supported throughout your placement by both a clinical supervisor and a university reflective group facilitator.
- In their second phase you continue to explore and develop your experience of both inter and intra-personal skills within a group setting. You are required to critically evaluate increasingly complex inter-relationships between theory and all levels of practice. The strategies employed are seminars, presentations, student-directed research and case-studies. Strategies are employed which encourage you to gain confidence in handling theoretical concepts and in critical applications of theory. A greater emphasis is placed on requirements for more reading, individual research and presentation of findings, student-directed seminars/presentations, the application of theory to practice. The placement focuses on the application of an insight-oriented, psychotherapeutic model of practice and is clinically more demanding. You are supported through clinical supervision on placement and through the reflective practice group in the University.
- At Phase Three you are an increasingly independent learner, the contact time with tutors is less and there is a correspondingly greater requirement for you to demonstrate self-directed learning and research; within the Independent Study. You are required to critically evaluate increasingly complex interrelationships between theory, research and all levels of practice. The strategies employed are seminars, presentations, student-directed research and individual and group supervision

8.9 Implementation of Learning and Teaching Strategies

The focus upon practice competencies, interpersonal learning, group work and placements within the programme gives a higher priority to Teaching and learning strategies which are based on inter-personal interaction and reflection. However, the programme does make use of Blackboard, and you are encouraged to use electronic resources with confidence. You are provided with guidance at induction about the need for discernment and critical awareness in their use of web material.

Teaching and Learning Strategies Employed upon the programme include:

- Interactive lectures that are designed to pass on knowledge and understanding to you in order to stimulate discussion and to provide an underpinning knowledge for clinical practice.

- Practical sessions including studio based practice and tutorials are also opportunities to learn the hands-on skills required in creative and innovative ways.
- In addition to the University based reflective practice groups the undertaking and engagement in supervised clinical practice provides an opportunity to use and observe techniques in a real environment which also assists in developing, and enhancing learner employability and professionalism.
- The Independent Scholarship modules include completing a body of work and critique. This offers flexible opportunities for student learning and also provides an approach to aid students in utilising their strengths. This module also highlights the importance of continuing professional development through aiding you to be a reflective and responsive practitioner, while also enabling you to develop your practical, cognitive and employability skills. In order to ensure that you are guided into the correct methodologies both for your studies and later vocational use high quality supervision is provided by the programme team.
- Teaching is also supported by Individual and group tutorials to promote critical reflection and discussion in small group environments. The tutorial process also assists in supporting you if you have complex needs and provides a structure in which to address any concerns or to consider potential other agencies within the University from which you may need to access support. Where you have support plans these are implemented by the programme, and the teaching learning and assessment strategy is flexible enough to ensure that these can be supported.
- All modules contain elements of both directed and private study. You are given guidance in sourcing further information within module handbooks, through lectures, tutorials and blackboard. You are also encouraged to develop your own sources and strategies, permitting the programme team to create a student centred culture to enable you to achieve their highest potential and to be equipped to become an independent lifelong learners.
- The use of UDo / Blackboard provides additional theoretical and practical information and an additional means of communication. This will assist in making the learning experience accessible by designing, delivering and assessing the curriculum in flexible ways which support widening participation, retention and progression through blended learning.
- In addition to the core tutor team, there are also visiting speakers from the field and Supervisors who work with you during your clinical placements. One of the most valuable resources for your learning is your student group and students at other Phases of the course. Learning takes place both formally in timetabled sessions and informally wherever course members meet.
- Undertake a clinical placement totalling 100 hours over phase 1 and phase 2 of the programme of clinical contact will be undertaken by you. The main emphasis will be on preparing you to work in clinical environments and developing the professional skills necessary for this. Whilst on placement you receive weekly individual clinical supervision within the placement setting and also attend a weekly reflective practice group facilitated by a Dramatherapist at the University.

8.10 Assessment Strategy

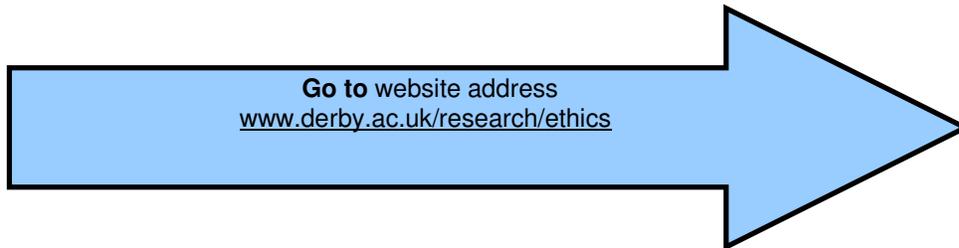
The assessments strategies used in the different types of assessment approaches reflect the nature and skill you are required to develop as a practising Dramatherapist. You are required in Dramatherapy practice to be able to articulate your views using both written and verbal skills in the form of feedback to fellow professionals and agencies. Within the clinical placement modules and Arts Therapies theory and research modules in relation to practice the assessment strategy reflects the skills required for professional development. As a practitioner of Dramatherapy you will be required to use Dramatherapy structures that utilise the therapeutic benefits of theatre and drama which is reflected in the practical assessment and self evaluation and peer group feed back assessment strategy for the studio module.

Because of the practice nature of the programme, you are required to relate theory and practice in all assessments. The method of coursework is varied according to the nature of the learning and competence to be assessed; for example, oral presentation in response to action-based work, a case study, reflective journal, self-assessment, evidence of reflection and analysis combined.

As far as written assessments are concerned the increasing word length reflects the more complex assessment task required and the greater evidence of student-directed research, as well as clinical reasoning.

The programme exists within an ethical framework, which is reflected in assessments. Students are required in all assignments to demonstrate a commitment to equal opportunities and to protect confidentiality. Assessment guidelines, where necessary have been added to enable marking tutors to respond to breaches of professional ethics.

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Scholarship. Information on these principles can be found on the University web site:



8.10.1 How will I be assessed?

Assessments reflect the sorts of competences you need as a Dramatherapist. There are no examinations, for example, as they do not test the sorts of skills you will use in your future work. Assessment takes place through placement practice, written assignments, presentations and stage a performance. Assessment varies according to what is being assessed. For example, you may be asked to do all or any of the following:

- assess your own strengths and weakness at the start of the course;
- evaluate your learning over the year;
- write an annotated bibliography
- Write an article review
- Complete a research proposal

- Present a performance in response to an identified area requiring further research and investigation pertinent to contemporary dramatherapy clinical practice.

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- Undertake clinical case presentations
- Produce a body of work in the form of a DVD; or Improvised performance; or theatre supported by a written critique and viva.
- Write a case study
- Write a dissertation

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8.10.2 How are assessments designed?

Tutors take the following into careful consideration when designing assessments:

- HPC Standards of Proficiency;
- HPC Standards of Education and Training
- the University Assessment Strategy;
- discussions with current students and their module evaluations;
- discussion with employers;
- The relevant stage of academic development.

Assessments have been designed to support and assess your academic and professional development. Being an excellent practitioner means not only working with people but also being able to express yourself in writing in a range of ways. For this reason there is an emphasis in assessment in developing your ability to write reports, organisational documents and essays based on evidence, analysis and argument. On this basis assessments develop your confidence in your ability to:

- use evidence in argument and practice;
- analyse and reflect;
- research material selectively from a range of sources;
- structure a persuasive, well-supported argument;
- distinguish between fact, opinion, research and theory;
- integrate theory and practice;
- adopt a problem-solving approach to problems;
- use discussion in tutorials, module sessions and placement supervision to develop your thinking;
- demonstrate reliability and attention to detail;
- use academic conventions of referencing sources;
- use a range of written styles and formats for different purposes;
- use specific criteria to demonstrate achievement of a task.

These are transferable skills which are useful in practice and in your academic work.

8.10.3 How does the assessment process work?

To give you a balanced workload, assessments are carefully phased over the full academic year and you will be given at the start of each Phase a detailed assessment schedule identifying submission and return dates. All assessments are returned to you within three weeks of submission with detailed comment sheets.

To pass any assessment you have to demonstrate you have met the stated learning outcomes. Assessment criteria are provided to show you how to meet them. Written assignments are submitted to the Student Support Centre, located on the Ground Floor of Britannia Mill. Practice assessment is based on an assessment of practice achievements,

negotiated with the placement Supervisor. Full details of this process are provided in the Placement Handbooks.

Written assessments are marked and then internally moderated by another tutor. The marking is subject to further external moderation by the External Examiners. Internal moderation is used to check for consistency and appropriateness of marking across markers. Internal and External examiners review at least the square root of the number of submitted assessments, including all A grades and fail marks, and examine the distribution of scores across coursework results. Distribution of grades is compared across modules as part of our annual monitoring process.

8.10.4 What support is offered to me in completing assessments?

Module Handbooks give detailed guidance on the assessment task and identified time is scheduled into each module to discuss the assessment, so that you know what is expected of you. Module tutors use a variety of methods to support your assessment:

- Formative assessments in the form of feedback to group presentations; (Formative feedback is where constructive comment is provided informally, to help you improve your own performance. This does not result in a recorded grade and does not contribute towards your final degree classification.)
- Assessment surgeries;
- Group and individual tutorials;
- Peer learning reviews.

When returned to you, the assessment has a detailed comment sheet, unique to the programme, which will help you understand the grade awarded and how to improve future assessments. It can be helpful for you to bring the comment sheet to your next tutorial for discussion. You should always reflect upon the feedback given, and identify your own needs for further development. You should also note your achievements for your own Personal Development Planning file.

The University also offers you support through its Mentoring system where you can be paired with an experienced student in a later Phase. Details of this are available from the Learning Resource Centre, which also has a wealth of free study skill support materials.

8.10.5 The use of Academic style

Formal academic writing style requires you to write in the third person. For example 'Benson (1998) states that..' or 'the author rejects this viewpoint because' and so on.

While this is still the case for much of the coursework required for MA Dramatherapy, there are certain instances where use of the first person is advocated. This is where you are drawing on personal experience and material within the context of a reflective diary or essay. In these instances it is therefore recommended that you state that this is your personal experience and actually 'own it' as your own. For example, 'I felt very relieved when I heard her say that....' or 'I was waiting for the facilitator to begin....'

However it is important that you check details with module leaders about requirements for specific modules.

8.10.6 Maintaining Confidentiality

For certain assignments you will be drawing on your own experience and reflecting on your perceptions of others. This may be your peers or clients.

In all of these cases you **MUST** respect confidentiality. People about whom you write should not be identifiable, recognisable from over detail or named within your assignment. In the case of group work you may decide to negotiate how you wish to implement the confidentiality rule with your fellow group members. For example you may all decide to use initials or pseudonyms. In clinical placements the actual location or staff should not be named within written work.

Failure to respect confidentiality will result in a lower grade for your work and possibly a FAIL grade.

Ethical approval may also be required for certain pieces of work, to protect others. This is particularly the case for your Independent Study.

Please check further details with your module leaders, independent study supervisor and refer to 'Guide to citations, references, bibliographies in therapeutic arts'. Hiscock 2002.

8.10.7 Submission of Assessments

Two identical copies of all assignments must be submitted.

Simple plastic pockets are preferred and sufficient to hold each copy.

One copy of your assignment will be kept by academic staff for quality assurance purposes and one copy will be returned to you. Failure to submit two copies will result in non-return of scripts. This reduces the value of your work as you cannot refer to it at a later date and to check against staff feedback.

It is strongly recommended that all assignments are word processed in 12 point, double spaced with pages numbered.

On submission of your work you will be required to complete an Assessment Record Form, which are available at the Customer Information Centre. Please check that you have included your module code on this form.

A copy of this form will be returned to you with staff feedback on your work. This is designed to assist you in developing your work and should be used in conjunction with further discussion with module leaders and to inform your Personal Review.

8.10.8 Posting Assessed work

Where you wish to post an assessed piece of work, it must be sent via **RECORDED DELIVERY**. You should include with the assignment a signed Assessment Record Form and should retain a dated receipt as proof of posting. Assessed work should be sent in good time so that it arrives on or before the date and time it is due. In the case of assessments arriving late the normal rules for late submissions apply, unless you have proof of the date of posting which was in time to meet the deadline. If you require a receipt for this work then they should include a S.A.E. with their assignment. Faxed and emailed assessments are not acceptable.

8.10.9 Referencing

It is important that you refer to the guidelines for referencing in the Appendix as marks may be deducted when this is done incorrectly in your assessed work. Please check further details with your module leaders, independent study supervisor and refer to 'Guide to citations, references, bibliographies in therapeutic arts'. Hiscock 2002. This is included in appendix 14.

8.10.10 Academic Offences and Appeals

One area you must be aware of is the need to avoid committing academic offences. The most common of these is plagiarism and guidance is given at Phase One to help you understand what academic offences are, why they are important and how to ensure you avoid them. Plagiarism workshops are also compulsory in the induction sessions at Phases Two and Three. Penalties for academic offences can be severe, including annulment of the assessment taken during the semester in which the offence was committed, suspension or expulsion. Details of what constitutes an academic offence and the procedures for dealing with offenders are specified in the University academic regulations



You cannot appeal against the academic judgments of the examiners. The grounds on which an appeal can be considered, and the procedures involved, are specified in the University academic regulations (<http://www.derby.ac.uk/qed/3Rs/>).

8.10.11 Support for students who are disabled or who have additional support needs

We welcome a diversity of learners. If you have specific personal/academic needs, you will be encouraged to complete a Support Plan, with the help of the Support and Advisory Services (www.derby.ac.uk/csd/disability.htm; Tel: 01332 591311; E-Mail: sas@derby.ac.uk).

The Support Plan will identify any specific needs that you have relating to assessment. Your Support Plan will be distributed to your programme leader and all your module leaders, so that they are aware of your needs. You will also be asked to speak directly with module leaders and tutors, to ensure that they know who you are.

If your Support Plan advises additional time for assignments, you will need to complete an Extenuating Circumstances Form (see below).

8.10.12 What if something prevents my completing an assessment by the deadline?

We aim to be fair in all aspects of assessment. This means fairness to all students including those who meet deadlines and submit their work on time. However, students who are ill (or otherwise incapacitated) and would otherwise have satisfactorily met guidelines will not be unfairly penalised.

If you have illness or another problem that is affecting your ability to complete a piece of work by the deadline, you must fill in an *Extenuating Circumstances Form* (ECF) as soon as possible where your case will be considered carefully. Copies of this form are available from the Student Support Centres. Your Module and Leader will review your circumstances and decide on whether you have a case for an extension to the deadline, if appropriate. An extension *cannot* be considered if you do not submit the fully completed and signed ECF.

Please note that medical evidence must support claims of illness (and other suitable evidence in the case of other problems). Please also note that problems with computers crashing or printers not working are not accepted as extenuating circumstances. For full details please consult the Rights, Responsibilities & Regulations document (http://www.derby.ac.uk/qed/3Rs/HE_UG.htm.)

If you complete an ECF please note that there is a requirement for two academic signatures. It is your responsibility to obtain these prior to the submission of your form. On completion of the form you are then required to submit a copy of it to the Student Office.

After the deadline has passed you have a further 7 days in which you can submit your work as late without an ECF (Extenuating Circumstances Form). If you chose to do this you should be aware that the maximum mark you can achieve for your coursework is a minimum pass (D-). After seven days you are not permitted to submit your work as late without an appropriately authorised ECF.

8.10.13 Clinical Placements

Although they have been mentioned throughout this section, they are so important in this programme they deserve attention in their own right. Detailed guidance is given in the Placement Handbook on the process, procedures and assessment of placements. Placements occur in Phase One and Two of the programme and can take place in at least two separate settings. Placements are designed to meet the requirements of the HPC Standards of Education and Training and are framed to enable you to demonstrate your competence in practice in line with the HPC Standards of Proficiency

We have procedures for matching you to a placement based on your own personal and professional needs and interests. If you are already in paid or voluntary employment, you may, subject to its being appropriate to the placement learning outcomes and meeting other placement requirements, use this as part of your placement requirement. You will need to discuss this with your Personal Tutor and with the Clinical Placement Module leader. We are happy to discuss the programme with your employers to ensure they are clear about your commitments whilst at University.

Assessment in the placement is based on your successfully completing a negotiated programme of work and a portfolio of evidence of achievements, analysis and reflection. You are guided in your placement by your Clinical Supervisor and also supported by the University based reflective practice groups as well as by your Personal Tutor.

In creating a database of placements and placement Supervisors, detailed consultation takes place with employers; this is a valuable source of information shaping not only placements but the curriculum generally.

8.10.14 How do I manage my workload and take control of assessments?

Managing your time and energy and using the available support are two of the most important ingredients in successfully completing assessments. Remember, tutors are here to help you in your achievements – please do not be afraid to ask for advice.

You are strongly advised to make the effort to prepare in advance and make good use of formative feedback and the opportunities that are offered to help you complete your coursework. In our experience it is the students who plan ahead and start each piece of work as soon as they can that achieve most success.

Assessments offer you a great deal of choice and an opportunity to make them relevant to your own professional interests. Whilst there will be clear assessment tasks, it is usually open to you to decide the focus. Similarly placements offer you a chance to shape your practice to meet your desired career path. The subject of the Independent Study can be any subject relevant to the field of Dramatherapy. If you reflect carefully on your own personal and professional needs, you have many options in this programme to decide how you meet those needs.

Remember, managing your time, workload and meeting deadlines are all important transferable skills, valuable to any employer.

8.10.15 Assessment submission timetable

Year One	<p>Spring Term Arts Therapies Theory and Research in Relation to Practice One - CW 1 due start of January</p>	<p>Summer Term Arts therapies theory and research in relation to practice 1 module – CW 2. Dramatherapy clinical supervision module - CW1 & CW2 Dramatherapy group module – CW 1 Dramatherapy studio practice – CW1 & CW 2</p>
Year Two	<p>Spring Term Arts Therapies Theory and Research in Relation to Practice Two: CW 1 due start of January</p>	<p>Summer Term Arts Therapies Theory and Research in Relation to Practice Two: CW 2 due start of April Dramatherapy Clinical Placement Two: CW 1 & CW 2 Independent Scholarship Module: CW 1, 2 & 3 Dramatherapy group module: CW 2</p>

Year one: Further to the above you will submit a theatre review in the Autumn term as part of the studio module which is not formally assessed

8.11 Programme Assessment Regulations

It is essential you know what the University regulations are regarding assessment. Assessments conform to the University's Post Graduate Regulatory Framework. Details of this can be found by following the web link below:



The Programme is a specialist programme and all modules are at level 7 as defined in the University Academic Regulations. A key characteristic of the regulations is the grade of D representing the minimum level of pass performance.

As this is a programme of study, which leads to eligibility to apply for registration with the Health Professions Council, additional programme regulations apply. These Programme assessment regulations, which are at variance with those of the Post Graduate Regulatory Framework are identified below.

The maximum registration period for the MA is four years.

You will normally only have a maximum of two attempts at any assessment including assessment of practice placements. This means that if you do not pass an assessment at the first attempt, you will (at the discretion of the assessment board) be offered an opportunity to retrieve the assessment. A failure at the second attempt would normally result in your being required to leave the programme of study.

There is strong evidence to support the direct correlation between your attendance and achievement. With this in mind the University places considerable importance on monitoring your attendance and requires you to sign the University's Participation Policy and a Programme Specific learning contract and consent form. You should also note that all taught modules within the programme require a minimum of 80% attendance as a requirement in order to pass the module.

This participation contract will be considered as breached in either of the following circumstances, unless you have negotiated alternative acceptable arrangements with the Module Leader.

- i. You have missed any 3 consecutive weeks of a module (or failed to meet the 80% attendance requirements if specifically described in the module details provided to you). You will be given one week to confirm your intention to continue studying on the module. If there is a nil response, or a negative response, your enrolment in the module may be terminated.
- ii. If you have intermittently missed 3 or more weeks (or sessions of one of the components of a module, eg tutorial or studio-based class), without approved extenuating circumstances and you are giving cause for concern. You will be given one week to take appropriate action. If this action is not forthcoming, enrolment in the module may be terminated.

Failure to attend can therefore result in non-acceptance of assessed work for the module and also a Fail and Return decision whereby you are required to retake the module in its entirety. This particularly applies to modules which examine personal process, and require you to demonstrate commitment and reliability.

The nature of this programme is such that current academic regulations need to be supplemented by additional regulations concerning professional suitability and professional conduct. The Faculty of Education, Health & Sciences has a Professional Conduct and Professional Suitability Policy which seeks to ensure you exhibit acceptable conduct and possess values and attitudes which make you suitable to practice in your chosen discipline. The Policy therefore plays an important part in ensuring that those on professional practice-focused programmes are fit for professional practice in the relevant professional area and that the university is able to deal promptly, appropriately and fairly in any situations where concerns about your professional conduct and professional suitability may arise. The PCPS policy can be found in the Dramatherapy programme section on blackboard and is included as appendix 13 to this document.

Although not directly part of the regulatory process experiences of harassment or witnessing dangerous or unsafe practice can have implications upon your practice. Where you witness events, which constitute serious threat to service users, or staff, the matter should be carefully and promptly recorded and the EHS Whistle Blowing Procedure should then be followed. Copies of this policy can be found on blackboard. In addition to this, if you have any concerns regarding harassment then you should inform your personal tutor or programme leader. Your concerns will then be addressed in line with the University of Derby Harassment policy. A copy of this policy can be found online at:

<http://www.derby.ac.uk/files/harassment.doc>

Whilst you are required a minimum of 80% attendance on placement any missed days can have implications for your client contact hours and may impact on you developing work with your clients of patients and meeting the module learning outcomes

9. STUDENT SUPPORT AND GUIDANCE ARRANGEMENTS

9.1 Who and where to ask for help

The programme has a timetabled tutorial system and you will be allocated a Personal Tutor at the start of the Programme. Please prepare for tutorials and use them efficiently by coming with an agenda to your meetings. Your Personal Tutor can also be contacted by email and telephone and their contact details are given in the introduction to this handbook. Students may be signposted to appropriate support internally or externally as necessary.

The Faculty also has a system of Student Liaison Officers, who are able to offer support in addressing issues that arise during the course of your studies. Your Student Liaison Officer is Julia Hadfield (Tel: 01332 591609 or Email J.Hadfield@derby.ac.uk).

There is a well established Support and Advisory Service at the University of Derby, which deals with multiple issues that might affect you during your time at the University, for example financial difficulties, support plans for disabled students, accommodation problems etc



For advice about one of the modules you are taking, speak first of all to the Module Leader.

If you prefer to access advice from a different perspective, you could also access the University Chaplaincy service, whose staff are able to offer support for faith related and non-faith related concerns



Independent advice and support is also available via the 'The Source', in the Student Union



Your Student Handbook and Diary is a good source of advice and information about the support services available to you. You should receive a copy of this when you enrol, but you can pick one up from the Student Support Centre if you do not have one.

There is a Student Support Centre in each site of the University campus, they deal with:

- General advice and guidance
- Assignment receipt and collection
- Programme and module changes
- Receipt of claims for extenuating circumstances
- Enrolment support out of the main enrolment periods
- Access to Learning Fund (ALF) Applications
- Assessment and issue of student car parking permits (Kedleston Road).

The Student Support Centre at Britannia Mill is located on the ground floor.

9.2 Study Skills

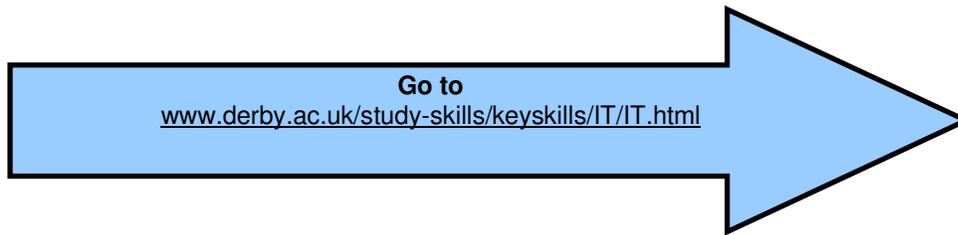
In addition to the support identified in Section 9.1 above, help with study skills is available through several sources at the University of Derby:

- on-line resources that you may find helpful (www.derby.ac.uk/top-menu/current-students/library/library-services/study-skills-and-the-study-advisor-scheme)
- Leaflets in the Learning Resource Centres
- Study Advisor Scheme (www.derby.ac.uk/top-menu/current-students/library/library-services/study-skills-and-the-study-advisor-scheme/study-advisor-scheme)
- Module Tutors

Your subject area librarian is Dave Hiscock d.hiscock@derby.ac.uk 01332 591760

9.3 IT Skills

Help with IT skills is available on-line and in the Learning Resource Centres.



IT Helpdesks can be found at:

Kedleston Road: There are two IT help desks, one situated on the upperground floor of the Learning Centre (01332 591208), and one in B229 on the second floor of B-Block (01332 591236)

Britannia Mill: A Helpdesk is situated on the second floor in the Learning Centre (01332 594083)

Markeaton Street: A Helpdesk is situated on the first floor, room 137

9.4 Career Guidance

Even though you are undertaking a vocational course, you may benefit from discussing other options or applications for employment, particularly:

- in planning your future career;
- as part of your Personal Development Planning;
- with writing a C.V. or employment application;
- with skills development; or
- with finding suitable work whilst you study.

The Career Development Centre is able to offer all this and more on www.derby.ac.uk/careers or (01332) 591316.

9.5 Illness

If you cannot attend your sessions due to illness, or other reasons, you should notify the university. The sickness policy is detailed at: www.derby.ac.uk/student-services/hc1_sickness.htm#sub1.

Medical advice is available from the Student Healthline Monday - Friday 9.00 a.m. - 4.45 p.m. Tel: 01332 591317 or Ext 1317 or by Minicom on 01332 591614

Health care services are available for students within the university and externally. These are listed at www.derby.ac.uk/student-services/hc_index.html. You may also call the Student Healthline number above for information.

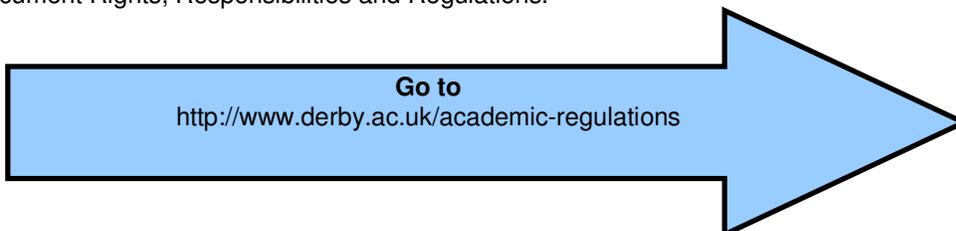
If you are unable to meet an assignment deadline due to illness, you will need to speak to your Personal Tutor or the relevant Module Leader. You may be able to get an extension to the deadline through the Extenuating Circumstances procedure and completion of an *Extenuating Circumstances Form* (ECF).

9.6 Health and Safety

There are official First Aid Officers for the Britannia Mill site who can be contacted through the Student Office.

If you are taken ill or injured on University premises you need to report to the Student office and complete the necessary documentation when able to do so.

You are expected to co-operate fully with the University staff in observing the Health and Safety regulations. The University's Health and Safety policy can be found within the document Rights, Responsibilities and Regulations.



In addition there are codes of practice which apply in particular work areas such as workshops and laboratories, or in particular situations such as on clinical placement. You must ensure that you are familiar with any and all published codes of practice and safe working procedures that apply in your study areas including your placement setting. Further information regarding health and safety related issues are offered within the Clinical Placement preparation sessions and guidance can also be found in appendix 23.

Disciplinary action will be taken against anyone who does not so comply with codes and procedures.

9.7 Guidance on University Personal Emergency Evacuation Procedures

The University of Derby regards the safety of everyone as the utmost importance and has recognised that in the event of an emergency some persons may have difficulty evacuating.

If you recognise that you would have difficulty evacuating during an emergency, you should raise this with your programme leader or a representative from Student Support and Advisory Service at the earliest opportunity when you start your programme of study here at the University of Derby. Your programme leader or representative from the Student Support

and Advisory Service will discuss your individual needs and ensure an appropriate evacuation strategy is developed to reflect this, which will then be incorporated into your student support plan. Your evacuation plan will ensure your continued support throughout your student life, however, you should highlight any changes in personal circumstances should it affect your support plan at the earliest opportunity.

9.7.1 Evacuation Procedure

The following information is designed to inform any students who may have difficulty evacuating from floors other than the ground floor and persons assigned to help them, of the procedure to be followed in the event of an emergency evacuation.

On hearing the evacuation alarm proceed via the nearest fire exit to the floor stairwell. *In the stairwell you will see a disabled persons refuge point sign. These points have been carefully selected to ensure your safety until you are evacuated.

Position yourself at this point avoiding obstruction of other persons evacuating.

Ensure an individual (this may be a person assigned to help) is clearly designated to proceed to the nearest Fire Warden (clearly identified by a yellow waistcoat), who will inform the Fire Co-ordinator (clearly identified by an orange waistcoat) of your position.

* NOTE – When an alarm is sounded, the Fire Co-ordinator will be able to establish if it is a false alarm quickly. If the cause of the alarm is due to reasons other than a fire, persons using the refuge points will be notified at the earliest opportunity to prevent unnecessary evacuation.

9.8 Health Screening

If you have any reason to believe or have concerns regarding your health that may impact on your learning in any way then it is your responsibility to inform the Programme Leader in advance of starting the programme so any necessary provision can be put in place to help support you with your learning.

You are required to complete and return a medical questionnaire and immunisation record from their GP practice prior to commencing the course and undergo an immunisation programme accordingly on commencement of the programme (Health Professions Council 2004). This health clearance includes an immunisation programme which will be provided by the University Student Health Service and an Occupational Health Physician. Failure to comply with this process and/or to abide by any recommendations/ requirements made as a result of it may have serious consequences for you Clinical Placement and for continuation on the programme.

So that you know what to expect, a brief outline of the immunisation programme is listed below. Not everyone will require all of these procedures this will depend on the records you supply from your GP Practice and/or Occupational Health Department showing dates of prior immunisations and blood tests.

	PATHWAY
Week 1	Mantoux test – skin test pre BCG Hepatitis B (1) MMR Blood test

48-72 hours later	Mantoux test read. BCG given if negative
Week 5	Hepatitis B (2)
Week 9	Hepatitis B (3)
2 months later	Blood test to check Hepatitis B status
Following results of testing	Negative results will require further immunisation and blood tests
1 year	Hepatitis B (4)

You have a responsibility to inform your clinical supervisor or departmental manager at placements of any delay to the normal immunisation process as a result of non-attendance or negative responses to immunisations

During your programme you have a responsibility to inform the Student Health Service of any changes to your health which may affect or impact on your fitness for placement. Where the tutors have a concern about your fitness to undertake a placement, you will be referred to the Student Health Service for an assessment, if this assessment reveals you are not fit, then the placement will be deferred until you have been reassessed and declared fit for placement.

9.9 Complaints

If you have a grievance or complaint, or you wish to check the rules and regulations, you should consult the Rights, Responsibilities and Regulations document (sometimes called the “three Rs”), available at : www.derby.ac.uk/qed/3Rs/.

9.10 Programme Management and Staff Responsibilities

9.10.1 Programme Committee's

The programme management is congruent with procedures identified within the University PG Academic Regulations. The committee charged with the responsibility of ensuring that the delivery of the programme meets University requirements is the Programme Committee. It is the formal mechanism which enables the achievements, evaluations and concerns of the programme to be reported into the wider school and University committee structures. There is one Programme Committee for all the postgraduate programmes within the Unit of Therapeutic Arts.

The membership of the Programme Committee for the MA in Dramatherapy is:

- Chair (appointed from within the School)
- Programme Leader / Admissions Tutor / Clinical Placement Module Leader
- Personal Tutor for each student
- Facilitator of the Supervision Groups
- Independent Scholarship Co-ordinator
- Academic staff who have a significant contribution to the programme
- A minimum of two student representatives from each year
- Subject Manager
- Dean of School or nominee
- Library subject advisor
- Student Representatives

The Programme Committee has the responsibility to:

- Monitor and evaluate the delivery and assessment of the programme and recommend improvements and new developments to appropriate bodies.
- Determine policy with regard to curricular developments, programme delivery and resource planning on matters which are solely the concern of the programme.
- Have oversight of the general academic and personal well-being of the students registered on the programme.
- Report to appropriate bodies within the School of Education, Health and Sciences.
- Incorporate the ideas of the professional field in making decisions about the management and development of the programme

9.10.2 The Programme Leader

The Programme Leader is responsible to the Subject Manager for all matters relating to the successful management and operation of the course programme. Specifically he is responsible for:

- The development and promotion of the programme within the remit of the Subject/School.
- The preparation of proposals for validation and review in the collaboration with the Subject Manager.
- The effective management, planning, co-ordination and delivery of the programme within the agreed programme specification.
- The effective implementation of recruitment and selection procedures for the programme.
- The effective implementation of agreed policies with respect to the monitoring and evaluation of the programme.
- Advising the Subject Manager of the resource requirements of the programme including staffing.
- The development and implementation of a programme of assessment which will determine the extent to which the aims and learning outcomes of the programme have been realised.
- Advising on the appointment of External Examiners and maintaining close liaison with External Examiners through the academic year.
- The provision of programme information for inclusion in the University prospectus, other programme publicity and programme handbooks.
- Undertaking, by agreement with the Subject Manager, such other duties as are required to ensure the effective operation of the course programme.
- Providing liaison between the Programme Committee and the means of consulting with the professional field. It is expected that the Programme Leader will also be the Admissions Tutor.

9.10.3 The Admissions Tutor

The Admissions tutor has responsibility to:

- Ensure the admissions policy and procedures are implemented;
- Receive and process applications;
- Liaise with Student Office;
- Implement APL procedures;
- Advise on recruitment progress;
- Offer support, where appropriate, to applicants;
- Liaise with appropriate University departments.

9.10.4 The Clinical Placement Module Leader

The Clinical Placement Module Leader is expected to be the same person as the Programme Leader and the Admissions Tutor and as such will have responsibility to:

- Identify and negotiate appropriate placements which meet learning outcomes and student needs.
- Liaise with the clinical placement agencies
- Liaise with clinical placement supervisors and provide briefing/training sessions
- Provide documentation necessary to the completion of fieldwork.
- Liaise with the tutor responsible for the Applied Studies module.

9.10.5 The Independent Scholarship Module Leader

The Independent Scholarship Module Leader will have responsibility to:

- Ensure study approval procedures are implemented.
- Allocate you to Independent Scholarship supervisors on the basis of the student's declared area of interest and on the supervisors' qualifications to tutor work in that area.
- Undertake a co-ordinating and monitoring role in the support, assessment and administration of Independent Scholarship

9.10.6 Personal Tutors

The Personal Tutors for each cohort are registered Dramatherapists. A Personal Tutor must be assigned to you. This is different to a supervisory or therapeutic relationship although elements of both may be part of tutorials. You must meet regularly with your tutor. The tutor will have the task of monitoring your progress in all aspects of the programme.

Tutorials provide a sustained relationship throughout the programme with defined boundaries and purposes. They are one of a range of mechanisms which support your professional development. As with all professional relationships, tutorials take place within an appropriate level of confidentiality, one which is always defined and limited by other equally important professional and ethical concerns. Details of the limits and scope of confidentiality within the MA in Dramatherapy programme are included in the Confidentiality policy which is included as an appendix to this handbook.

9.10.7 Reflective Practice Group Facilitators

The Reflective Practice groups for each cohort are facilitated by a registered Dramatherapist who continues to practice within the NHS.

9.10.8 Clinical Supervisors

The Clinical Supervisor is the person identified in the placement agency to undertake the day to day supervision of you whilst you are on placement. S/he has responsibility to:

- Ensure induction to the placement agency
- Negotiate and review the programme of work
- Provide regular supervision periods
- To discuss evidence of practice, agree joint assessment of practice and to counter sign specific sections of the placement portfolio.
- Ensure health and safety procedures are made known to the student.

- To provide an annotated report of the placement outcomes at the mid-way point and at the end of the placement. On each occasion the schedule used is that contained in the placement handbook. This enables the Clinical Supervisor to grade you on both set and negotiated criteria. This report is discussed with you and forms the focus of the mid-way meeting with a representative from the programme team.
- To monitor your progress and to contact the Clinical Placement Module leader in the event of any concerns about your progress.
- To attend three-way meetings with you and a representative from the programme team, at the mid-way point of the placement, and to make telephone contact with the University if concerns arise. The Clinical Supervisor can initiate a further visit if this is considered to be necessary.
- Further professional guidelines regarding the role of the Clinical Supervisor will soon be published by BAAT who are in the process of completing the consultation process involved in developing them.

9.10.9 Selection of Clinical Supervisors

The placement profile form which placement agencies complete requires potential supervisors to specify their qualifications and/or experience. Supervisors are required to meet the following criteria.

They need to

- (1) Be registered arts therapists or psychotherapists and have ideally been employed for a minimum of two years beyond their professional qualification and be employed for at least one year in their present post. Under carefully considered circumstances exceptions can be made. This is an important statement as it recognises the difficulty of ensuring good quality, accessible placements. The guarantee of weekly University based reflective practice groups with a registered Dramatherapist makes some flexibility possible.

Or

- (2) Have previously successfully supervised students from an accredited Dramatherapy training programme and have at least two years' experience in this area of work and been in employment in their present post for at least one year.

Where agencies offer useful placements but cannot meet the criteria specified above for supervision, the programme negotiates carefully with the agency, ensures that there is a nominated professional, well-versed in the setting and the client group concerned, who will offer suitable weekly supervision. Occasionally a suitable qualified, experienced supervisor from outside the agency has been used to provide additional long-arm supervision.

9.10.10 Training of Supervisors and Preparation for Assessment

Each supervisor is provided with a copy of the Clinical Placement Handbook which specifies in detail the responsibilities of the supervisor and her/his role within the assessment process. Supervisors are briefed by telephone and/or e-mail (sometimes by a visit) prior to the start of the placement, and invited to keep in regular contact with a named member of academic staff.

Induction and reflective days for clinical supervisors are also offered to support supervisors in understanding their role in relation to providing clinical placements to trainees and in particular focus upon assessment processes.

At the mid-point of each of the two clinical placements there is an on-site three-way meeting between you, a member of the programme team and the clinical supervisor from the agency concerned. At this meeting and in the Handbook, clinical supervisors are assured that they can contact the Clinical Placement Module leader should any concerns about their role arise. As well as providing an opportunity to reflect upon your progress and to flag up any concerns about you, this meeting also enables the clinical supervisor to give feedback to the University and to become familiar with the assessment methods to be adopted at the mid-point and end of the placement.

9.10.11 The External Examiner

The Programme is externally examined by a suitably qualified and experienced Dramatherapist registered with the Health Professions Council.

The external examiner is provided with samples of all student work (At least five scripts covering all grades and all submitted work awarded an A or Fail), module handbooks and internal moderation reports to assist in the process of external moderation. Only once work has been externally moderated are any grades able to be formally confirmed at Assessment Board. The appointment and maintenance of the External Examiner position is carried out in line with the University of Derby external examiner policy.

9.10.12 Links to the British Association of Dramatherapist's (BADth)

The management and development of the programme involves formal consultation with representatives of the profession. The Programme Leader is de facto a member of the British Association of Dramatherapists (BADth) education sub committee.

Each cohort of students meets a member of the Council of the British Association of Dramatherapists as part of phase one, and elects two student representatives to Council. You are also encouraged to become student members of the Association which entitles you to receive the Association's journal of 'The prompt' and copies of 'The Journal of the British Association of Dramatherapists' in addition to extensive networking opportunities and current news on the development of Dramatherapy.

9.10.13 Relationship to other Programmes

Three modules, Arts Therapies Theory and Research Related to Practice One and Two and the Independent Scholarship module, are shared with the MA Art Therapy. These provide you with opportunities for shared learning and inter professional education.

10. STUDENT VOICE

The programme has a strong evaluation culture and a commitment to enabling you to develop a problem-solving approach to any concerns. There is a wide range of opportunities for you to voice your ideas with the programme leader and tutors of the staff team and be involved in the operation and development of the programme. The principal means of doing this are as follows.

10.1 Student evaluation of modules

At the end of each module you are asked to complete an evaluation form which help tutors develop their curriculum and teaching methods.

10.2 Student evaluation of the Programme

Bi-annually at the end of the Autumn semester and the end of the academic year you are asked to complete an evaluation form which helps the programme team to reflect upon strengths of the programme as well as areas for future development.

10.3 Programme Committee

A minimum of two students per Phase is required to represent student perspectives in the main management forum of the programme. The Programme Committee involves staff, students and representatives from the field making decisions about the operation of the programme. It is vital that you take part in this committee by being a representative of your Phase or by voicing your thoughts through your representative. If you decide to be a representative you will receive formal training by the Student Union. Programme Committees occur four times a year. At the start of the academic year your Programme Leader writes a Programme Report which includes your thoughts; this report is discussed and amended by the Programme Committee before the final version is submitted to the University Quality Enhancement Department.

10.4 Ongoing Evaluation

As part of continuous evaluation, during the teaching sessions you are routinely asked if you have any questions or concerns about the module in question. Tutorials and the reflective practice group also provide alternative forums for such discussion.

11. RESOURCES FOR DELIVERING THE PROGRAMME

11.1 Physical Resources

All teaching areas are based at the Britannia Mill Campus and have wheelchair access. The HPC SET Section 3 lays down criteria as regards physical resources. This programme is especially concerned to meet these criteria because it recognises that trainees need to experience the kind of conditions that they in turn need to aim to offer their clients, once they have achieved full practitioner status. The University of Derby demonstrates through its provision that it:

- Understands the nature, level and requirements of post-graduate **Dramatherapy** training.
- Is able to accommodate the wide range of academic and practical activities essential to such a course.
- Has sufficient rooms for training groups, studio work, lectures and tutorials.
- Has sufficient storage space for materials, finished work and equipment.
- Can provide appropriate accommodation for office use of tutors and support staff, as well as a student common room.
- Has a suitably stocked library.
- Can provide for sufficient reprographic facilities to support course needs.
- Meets the necessary Health and Safety regulations.

Representations have been made to ensure that these standards are rigorously met should the programme be moved to another location.

11.2 Staff Resources

These are covered in HPC SET Section 3 Requirements for Dramatherapy. The University of Derby meets these by ensuring that:

- Staffing resources for the MA in Dramatherapy training acknowledges the particular clinical needs of the work.
- The teaching staff contains HPC registered Dramatherapists with extensive experience within the profession.
- Each tutor has a tutorial load of 16-18 students managed well through the use of personal tutor groups. Student feedback shows that this format is much valued.
- Recently a Programme Support Unit has been established within the School Office.
- Core teaching by programme staff is enhanced by supplementary teaching from others representing pertinent fields of knowledge and practice.
- The supervision requirements of staff are met through a fortnightly supervision group.
- All staff are involved in CPD and receive regular appraisal in line with the Universities development and performance review policies.

11.3 Module Staffing

Module Title	Module Leader	Programme Team
Dramatherapy Studio	Drew Bird	Rebecca Porter (Technician) Liz foster Jill Bunce
Dramatherapy Clinical Placement One	Drew Bird	Judie Taylor
Arts Therapies Theory and Research Related to Practice One	Shelagh Cornish	Shelagh Cornish Susan Hogan Jean Bennett Drew Bird Linda Wheildon Judie Taylor Martyn Parker-Eames External Visiting Lecturers
Dramatherapy Group	Linda E Wheildon	
Dramatherapy Clinical Placement Two	Drew Bird	Judie Taylor
Arts Therapies Theory and Research Related to Practice Two	Drew Bird	Shelagh Cornish Susan Hogan Jean Bennett Drew Bird Linda Wheildon Judie Taylor Martyn Parker-Eames External Visiting

		Lecturers
Independent Study Body of Work (Dramatherapy)	Susan Hogan	Shelagh Cornish Jean Bennett Jamie Lofts Nick Stein Linda E Wheildon Judie Taylor Jill Bunce Drew Bird

11.4 Resources for Learning

11.4.1 Learning Centres

You are able to use Learning Centre facilities at all University sites and are encouraged to do so. It may be important to check that you know just how much the Learning Centres offer. For example, there are many resources, study packs and workshops available to help you with your study skills, if you require this. Dave Hiscock is the Subject Advisor for the Subject Area and therefore the MA Dramatherapy. Please refer to each Learning Centre for more specific details about their services.

11.4.2 The World Wide Web and E-mail

All University Of Derby students have full access to the World Wide Web and are provided with University e-mail accounts. For further instruction a handout is available from the IT Helpdesk

11.4.3 University of Derby Online (UDo)

The MA Dramatherapy uses UDo and Blackboard to help you gain access to e-versions of various course and programme information such as module handbooks, assessment guidelines and support materials. Announcements about your module and programme may be made through this from time to time so it is important to learn how to access Blackboard and visit it frequently.

11.4.4 Use of Web Resources

It is becoming increasingly possible to have web access to so much information through Google and suchlike. However, much of this is of poor quality and should be treated with caution, as you would with any resource. Check on the credentials of the person writing the piece, their background and how far they substantiate their claims. You are also advised to go through selected search engines or a named database. The most useful within this field is PsycINFO and there is a guide to using this within your module and programme handbook.

Please ensure that you do not rely entirely on web resources in your essay. It will benefit your work to balance web based searches with the use of text books. We will want to see evidence of this balance of resources in your written work.

12. PROGRAMME CALENDAR AND TIMETABLE

The programme is based at the Derby campus in Britannia Mill. The timetable for the forthcoming year is included in the appendixes and details of rooms allocated will be given in your induction sessions. These rooms will be allocated on current knowledge of student need. If you have any additional needs, please ensure that these are made known to us as soon as possible so that reasonable adjustments can be made.

Autumn Term:

14th September (Induction)

21st September to 14th December (26th October Directed Study Week)

Spring Term:

4th January to 22nd March (15th February Directed Study Week)

Summer Term:

19th April to 14th June (24th May Directed Study Week)

13. POST-PROGRAMME OPPORTUNITIES

It is likely that your main concern on completing this programme will be to find employment or to return to being full-time workers, happy that no further essays need to be written.

Once you have completed the MA in Dramatherapy, and have been granted State Registration by HPC, opportunities for employment and career development will depend upon your area of interest and intended focus.

Those students wishing to take their professional skills into the statutory services, such as the NHS and Social Services, will have already encountered, through their clinical placements, examples of the range of employment openings within such organisations.

Whilst Dramatherapy is a relatively “young” profession, there have been an increasing number of posts advertised for Dramatherapists within the Health service, supported by the terms and conditions of the Knowledge and Skills Framework and Agenda for Change. This is often to work along side other Arts Therapies Professionals.

Dramatherapists employed in the private sector have also increased, with many Dramatherapists being employed to work in Private Children’s Homes, Therapeutic communities, the Prison and Probation Services.

13.1 Employment

Graduates from this programme find employment in a wide range of posts which fall under the broad heading of Dramatherapy. The employment rate is good and the programme enjoys a good reputation with employers. Some students find employment in their placement venues. The programme receives advertisements for employment and will direct you to other relevant sources of employment opportunities, for example, via BADTh as a number of vacancies and pieces of work are fed through to regional group meetings. This highlights the importance of networking and being a member of BADTh.

The programme also supports you in gaining confidence in the skills of job application and self-presentation. Skills are developed both in relation to locating work as well as setting up in self employment.

Appendix 9

PROGRAMME STRUCTURE MATRIX

Programme: MA Dramatherapy (MB9AD)

Inc shared modules with MA Art Therapy: MB9AC

Module title ²	Module Code ³	School	JACS Code ⁴	Planning Code ⁵	No of Credits	Mode of Study ⁶	Assessment ⁷				Programmes (module status, C, P or O) ⁸		
							CW Overall	CW Split			Exam	MB9AD	MB9AC
								CW1	CW2	CW3			
Arts Therapies Independent Scholarship: A Body of Work	7TA990	SCTP	B900	H3	60	F	100%	60%	20%	20%		C	C
Arts Therapies Theory and Research in Relation to Practice One	7TA083	SCTP	B900	H3	15	F	100%	60%	40%	P/F		C	C
Arts Therapies Theory and Research in Relation to Practice Two	7TA084	SCTP	B900	H3	15	F	100%	40%	60%	P/F		C	C
Dramatherapy Clinical Placement One	7TA085	SCTP	B900	H3	30	F	100%	60%	40%	P/F		C	
Dramatherapy Clinical Placement Two	7TA086	SCTP	B900	H3	30	F	100%	60%	40%	P/F		C	
Dramatherapy Group	7TA087	SCTP	B900	H3	15	F	100%	20%	80%	P/F		C	
Dramatherapy Practice (Studio)	7TA088	SCTP	B900	H3	15	F	100%	80%	20%	P/F		C	

For QED Use only

Module Code

7TA990

Effective date from which the module is valid (normally 01 August for a September start)

01/08/2010

Revision date for minor modifications

Module Title: **ARTS THERAPIES INDEPENDENT SCHOLARSHIP: A BODY OF WORK**

No. of Credits: 60

Credit Level: 7

Mandatory Pre-requisite: None

Pre-requisite: None

Co-requisite: None

Module Description This module will enable students to demonstrate their ability to conduct a major piece of independently researched work, which will be in the form of a body of work and its critique. In doing so the primacy of the image and enactment and their relationship to the psychotherapeutic is recognised and advanced.

Students will undertake an extended piece of independent research under supervision within an ethical framework. The methodology employed will be appropriate to the area of investigation and art form used.

The body of work will provide students with an opportunity to explore the levels and layers of creative processes and language, which take place during the production process. In contemporary Arts Therapy thinking there are clear links between psychological and artistic terminology as psychological language is grounded in artistic roots.

The body of work produced and conclusions reached will inform the student's development of both therapeutic practice, and understanding of the role of the image (and theatre in the case of the MA Dramatherapy) in the evolution of self as therapist.

LEARNING OUTCOMES

On successful completion of the module students will be able to:

1. Demonstrate the ability to work independently and ethically through the mounting of an exhibition (Art Therapy), or staging of a performance (drama/dance movement theory) which focuses upon a specific area of clinical interest.
2. Critically argue, analyse and reflect upon the produced body of work via an oral presentation which makes links to the impact of your scholarship on your clinical work

3. Demonstrate a clearly articulated rationale for the chosen methodology employed
4. Evidence a depth of critical reflection upon the end product as a mirror of self and identity integrating the research findings into the chosen arts therapy practice.

INDICATIVE CONTENT / AREAS OF STUDY

The criteria for the body of work will be agreed with the student's supervisor and articulated through the learning contract.

Students will engage in on-going research and engagement with their chosen art form, and provide a critique, on the negotiated topic which will be closely supervised in one-to-one and peer group sessions with designated supervisor(s).

Each student will have a member of the studio team and another supervisor for their Independent Study.

Supervisors should expect to meet the students on a regular and frequent basis but such meetings shall be initiated by the student.

In such meetings the role of the Supervisor is to:

- initially discuss the topic, scope and resource implications of the study;
- encourage the student to debate issues raised by the investigation and to debate implications for further study;
- as the investigation proceeds to encourage the student to reflect on the outcomes of the investigation;
- ensure that the student receives advice on matters relating to the presentation of their work.

In addition to supervision students will participate in experiential workshops and a mid way work in progress presentation within the peer group will take place.

Students are encouraged to consider metaphor, symbolism and creativity at personal, cultural and archetypal levels.

Students will further enhance their awareness of the importance of aesthetic distancing; perceived in terms of a discourse of the differences and commonalities between therapy and therapeutic within the creative process.

Students will examine and critically reflect upon how self and identity forming are embedded in the arts making process. This is examined through a dialogue between empirical and theoretical perspectives.

Ethics Screening

All research projects undertaken by students must be screened to ensure that any possible ethical issues are handled in a correct manner.

All projects are screened for the presence of any aspects which raise clinical ethics issues. The Arts Therapies Ethics Advisory Committee is able to advise the supervisor and student on ethical issues, such as obtaining informed consent. It will also give advice to those projects which require approval by a local NHS Research Ethics Committee.

This includes all studies which may affect patient treatment or care.

TEACHING AND LEARNING STRATEGY

The module comprises Independent research, containing a component of studio work, equivalent to 600 hours student effort.

Supervision	6 hours
Exhibition / Performance Planning	10 hours
Experiential learning	30 hours
Peer discussions including work in progress	20 hours
Student directed learning	534 hours
TOTAL	600 hours

ASSESSMENT

You must pass both CW1, CW2 and CW3 to pass the Module.

Assessment Weighting: 100% Coursework

This 'body of work' will be submitted with a cogent critique and reflection which demonstrates an appropriate mastery of relevant literature and an ability to develop sufficient aesthetic distance and objectivity to explore the construction and communication of the produced work.

The criteria for the body of work will be agreed with the students supervisor and articulated through the learning contract. The critique will be 5,000 words in length.

CW1: 60% weighting Body of Work, **Learning Outcome: 1**

Demonstrate the ability to work independently and ethically through the mounting of an exhibition (Art Therapy), or staging of a performance (Drama/Dance Movement Therapy). The nature of the exhibition/performance will be agreed within the learning contract through discussion with the student's supervisor.

CW2: 20% weighting Oral Presentation (Viva), **Learning Outcome: 2**

Critically argue, analyse and reflect upon the produced body of work via an oral presentation (viva). The presentation will be given to both supervisors and consist of a twenty minute presentation with time for questions to be raised and responded to. In particular, the presentation will consider the implications of your scholarship on your clinical practice. The presentation will also be recorded.

CW3: 20% weighting Written Critique **Learning Outcomes:3 & 4**

5000 word essay

To submit a clearly articulated rationale for the chosen methodology employed and to evidence a depth of critical reflection upon the end product as a mirror of self and identity integrating the research into your chosen arts therapy practice.

The critique will need to give consideration to the complex interplay between words and images/enactment acknowledging the difficulties of translation between modalities. High quality reproductions of relevant aspects of the body of work are also expected to be included within the critique.

Appendixes:

Organisation and Administration of Independent Studies

Approval of Individual Independent Studies

The following mechanism will apply, in accordance with the Post Graduate Regulatory Framework (PGRF):

The student considers the possible nature and scope of the Independent Study with a member of the studio team. The student shall consult with other staff as appropriate.

The student submits a summary of their intention, including outline details and a plan of work, to the Module Leader who will present the proposal to the members of the staff team within the programme.

Summaries are considered by the programme team.

If the summary is deemed satisfactory, the team will allocate a principal and second supervisor and inform the students they may proceed. One supervisor will be a member of the studio team.

If the proposal is deemed unsatisfactory, it shall be referred to the student to undertake further discussion with a member of the studio team before resubmission. On acceptance, a principal and second supervisor shall be allocated.

Submission guidelines

All students will be issued with detailed descriptions of the requirements and assessment criteria for Independent studies. This will include presentational requirements, binding requirements and submission date.

Written work submitted for the Independent Study will require, as appropriate:

- A title/author page
- An abstract
- A table of contents
- A table of appendices
- Lists of illustrations, tables, figures, diagrams etc.
- Acknowledgements (where desired)
- Declaration (where appropriate)
- A list of abbreviations (if used)
- The text, divided into introduction, chapters, subsections and conclusions

- Notes, appended either as footnotes or endnotes to each chapter or arranged by chapters at the conclusion of the text
- Appendices
- References and bibliography

Each piece of work will include on the title page the following details:

- The full title of the investigation
- The full name of the author
- The qualification of which the investigation is submitted
- The name of the awarding body
- The institution at which the student has pursued the taught Master's course
- The date of submission.

Students will be required to submit two copies of the Independent Studies. One copy of each dissertation or project, and its accompanying documentation, will be lodged with the University library.

The Abstract should be presented in a form such that it can easily be included in research databases. The Abstract, which is required to follow the title page, should not exceed 300 words and should provide a synopsis of the organisation and contents of the project. The scope of the work undertaken, the method of investigation and the conclusions reached should be described.

Abstracts are deemed to be an integral part of the work to be examined and must be produced in accordance with the following requirements:

The Abstract must not exceed 300 words, must be produced in single spacing on one side of A4 paper.

The Abstract must show the title and author of the investigation in the form of a heading.

Four loose copies of the Abstract must be submitted for examination at the same time as the dissertation or project.

RESOURCES

See Programme Handbook Appendix 24

REGULATIONS

Standard University PG Regulations

For QED Use only

Module Code

7TA083

Effective date from which the module is valid (normally 01 August for a September start) 01/08/2009

Revision date for minor modifications

Module Title: ARTS THERAPIES THEORY AND RESEARCH IN RELATION TO PRACTICE ONE

No. of Credits: 15

Credit Level: 7

Mandatory Pre-requisite: None

Pre-requisite: None

Co-requisite: None

Module Description The arts therapy student should have core knowledge of human development, health and disability from social, psychological and physiological perspectives. The development of language, communication, verbal and non-verbal, and human relationship are key areas of understanding in clinical assessment of clients. As well as considering the pathology and psychopathology of contemporary diagnostic groups used within the clinical environment, there is also a need to consider a wider range of factors influencing diagnosis, including cultural contexts.

In order to effectively present the integration of these ideas with key theories and Arts Therapies models, the student needs to be able to select appropriate data, apply skills in critical thinking, integrate key ideas from a variety of theoretical disciplines, and organise and communicate these ideas through the written and spoken word. This module therefore also aims to develop the core critical and cognitive skills necessary for postgraduate study and professional clinical practice.

LEARNING OUTCOMES

At the end of the module the student will be able to:

- 1 Integrate into clinical reasoning an understanding of theories of human development, health and disability in the Arts Therapies
- 2 Critically reflect on the continuum between health and illness, function and dysfunction.
- 3 Demonstrate an awareness of and sensitivity to the physical, psychological and social impact dysfunction may have on an individual's lifestyle.
- 4 Demonstrate the ability to select appropriate data, apply critical thinking and organise and communicate ideas through the written word

INDICATIVE CONTENT / AREAS OF STUDY

Students will study theories on human development including the areas of physiology, play, stages of non-verbal communication and psychology.

Key features of mental illness studied in the context of assessment and treatment within contemporary health and social care settings.

Identification and consideration of key models and ideas from psychology, psychotherapy and psychiatry that inform Arts Therapies theory and practice.

Consideration of medical and non-medical models and their implications within clinical diagnosis and practice.

Development of critical and cognitive skills necessary for post graduate study and professional clinical practice.

Development of writing and research skills including selection of appropriate data, critical thinking and organisation and communication of ideas through the written and spoken word.

TEACHING AND LEARNING STRATEGY

This module is shared between the MA Art Therapy and the MA Dramatherapy. It will therefore comprise some joint teaching; some joint teaching with programme specific break out groups, and some programme specific teaching.

Lectures and Workshops	20 hours
Seminars including student led	10 hours
Directed learning	40 hours
Private Study	80 hours
TOTAL	150 hours

ASSESSMENT

Assessment Weighting: 100% Coursework

CW1: 60% weighting Learning Outcomes: 1, 2 & 3

3,000 word essay

Reflect upon a case history of a client who was referred for arts therapy and describe how you imagine their developmental experiences have created their current symptoms making links to theories of development, health and disability relevant to the Arts Therapies. You also need to make reference to what the impact of these experiences and symptoms may have upon their interpersonal relationships and outline if you feel that Arts Therapy could assist them and if so how?

CW2: 40% weighting Learning Outcome: 4.

2,000 word article review

You are asked to locate a published piece of literature pertaining to Arts Therapy practice which includes either case studies or clinical vignettes and write a 2,000 word review of it.

CW3: 0% weighting (80% attendance requirement) Pass/Fail

This is a requirement in order to pass the module. Failure to attend can result in non-acceptance of assessed work for the module and also a Fail and Return decision whereby students are required to retake the module in its entirety. In exceptional cases, approved circumstances may be offered when implementing this ruling. Please refer to your programme handbook for further information regarding extenuating circumstances.

Students must pass CW1, CW2 and CW3 to pass the module

RESOURCES

See Programme Handbook Appendix 24

REGULATIONS

Standard University PG Regulations

For QED Use only

Module Code **7TA084**
Effective date from which the module is valid (normally 01 August for a September start) 01/08/2010
Revision date for minor modifications

Module Title: **ARTS THERAPIES THEORY AND RESEARCH IN RELATION TO PRACTICE TWO**

No. of Credits: 15

Credit Level: 7

Mandatory Pre-requisite: None

Pre-requisite: None

Co-requisite: None

Module Description It is imperative for Arts Therapists to develop a sound grasp of theoretical underpinnings of their discipline, and be able to critically demonstrate a capacity for clinical reasoning. Questions of technique, theory and methodology are necessary to the development of students the opportunity to evaluate and theorise therapeutic skills and clinical practice. Central to this is an understanding of evidence based practice and research methodologies

Evidence-based practice and research has come to be seen as an extremely important aspect of delivering a quality service, and central to planning and evaluation. This module enables the student to discern the type of evidence pertinent to a given area. It also prepares the student to scrutinise literature and to ascertain an aspect of practice deserving of further attention.

The module enables the student to integrate evidence-based practice with appropriate research methodologies. The student builds on the evidential foundation established through a literature search and through the preparation of an outline research proposal. Consideration is given to methods of data collection and evaluation which reflect the structure and concerns of the area of interest.

Attention is paid to the way in which a synthesis of evidence-based practice and practitioner research can enable professional practice to be evaluated

LEARNING OUTCOMES

On successful completion of the module students will be able to:

- 1 Formulate a research question and determine the nature of evidence most suited to the answering of that question.

- 2 Collaboratively present a research proposal designed to provide and process the necessary evidence.
- 3 Identify and critique appropriate theoretical approaches that underpin the basis of Contemporary Arts Therapies Practice specific to your chosen art form.
- 4 Critically reflect upon, and take into account, the legislative framework and ethical requirements of good art therapy practice.

INDICATIVE CONTENT / AREAS OF STUDY

Theory shall inform clinical practice. Emphasis will be placed on arts therapy theory, its history and its development in relation to relevant disciplines. Consideration will be placed upon the importance of recognising marginalised groups and working with diversity through processes of enabling and empowerment.

Background and philosophy of audit, evidence-based practice and the role of research within institutional and professional development.

Development of skills and understanding of different approaches towards research in the arts therapies; identifying topics of research; selecting and applying appropriate methodology; and data analysis.

Consideration of how to undertake a small scale independent research project that integrates theory and methods from Psychology. Psychotherapy, Psychiatry and Anthropology within arts therapies theory and practice.

TEACHING AND LEARNING STRATEGY

This module is shared between the MA Art Therapy and the MA Dramatherapy. It will therefore comprise some joint teaching; some joint teaching with programme specific break out groups, and some programme specific teaching.

Lectures and Tutor led Workshops	20 hours
Tutor Directed Learning	20 hours
Student led seminars	10 hours
Student directed learning	100 hours
TOTAL	150 hours

ASSESSMENT

Assessment Weighting: 100% Coursework

CW1: 40% weighting Learning Outcomes: 1 & 2

In small collaborative groups give a 20 minute presentation to your peer group that outlines a research proposal designed to address a chosen area of investigation. These will be informed by each group constructing and submitting a bibliography relevant to the area of investigation that contains 2 annotated entries of 250 words from each group member.

CW2: 60% weighting Learning Outcomes: 3 & 4

Students will complete a dissertation of 3,000 words. This will identify a particular area of interest or relevant theme pertinent to their specific art form. This will then be explored through a process of in depth critical analysis and reflection on published literature.

CW3: 0% weighting (80% attendance requirement) Pass/Fail

This is a requirement in order to pass the module. Failure to attend can result in non-acceptance of assessed work for the module and also a Fail and Return decision whereby students are required to retake the module in its entirety. In exceptional cases, approved circumstances may be offered when implementing this ruling. Please refer to your programme handbook for further information regarding extenuating circumstances.

Students must pass CW1, CW2 and CW3 to pass the module

RESOURCES

See Programme Handbook Appendix 24

REGULATIONS

Standard University PG Regulations

For QED Use only

Module Code **7TA085**
Effective date from which the module is valid (normally 01 August for a September start) 01/08/2009
Revision date for minor modifications

Module Title: DRAMATHERAPY CLINICAL PLACEMENT ONE
No. of Credits: 30
Credit Level: 7
Mandatory Pre-requisites: None
Pre-requisites: None
Co-requisites: None

Module Description The opportunity for Dramatherapy students to work in clinical settings under clinical supervision allows for an application of techniques. This period of placement requires students to work a minimum of 1 day a week to acquire a minimum of 40 face to face client contact hours. On placement students will receive a minimum of 15 hours clinical supervision provided by the placement. Clinical accountability for the students work on placement will be held by the placement based clinical supervisor

The placement content will include initiating and facilitating Dramatherapy sessions, assessing their effectiveness with their clinical supervisor, participating in case presentations, writing cogent reports and updating records as required, as well as implementing strategies for ending therapy sessions. These activities will prepare the student for their professional role as a Dramatherapist.

It is essential for Dramatherapists to reflect on their clinical work and to develop strategies for therapeutic intervention. Different Dramatherapy formats and approaches need to be considered in relation to specific client populations and their contexts. In addition to the individual clinical supervision received by each student on placement the university also provides a reflective practice group on a weekly basis at which attendance of 80% is required.

The reflective practice group will provide a forum for the discussion of issues arising in the student's clinical placement, and for the critical review of complex case material presented to the group by group members in turn. The emphasis will be on the process and function of the art form in the therapeutic relationship. The reflective practice group will be continuous throughout the second term and be facilitated by a Dramatherapist.

Therefore, this module aims to enable students to integrate theory and practice and to facilitate therapeutic competence. This is achieved through students undertaking clinical work, and evaluating their clinical practice, to facilitate therapeutic competence. Students are encouraged to engage in critiquing clinical work within the context of clinical supervision and the reflective practice group to enable the student to gain skills in case presentation, clinical reasoning and assessment of practice.

LEARNING OUTCOMES

On successful completion of the module students will be able to:

- 1 Demonstrate professional and ethical Dramatherapy competencies through offering effective interventions with a small case load
- 2 Demonstrate clinical reasoning using complex material from Dramatherapy practice.
- 3 Link case material to relevant Dramatherapy theory through the medium of an ethically sound, case presentation

INDICATIVE CONTENT/AREAS OF STUDY

Students will work as a trainee Dramatherapist carrying a small case load under clinical supervision with a range of clients for a minimum of 1 day a week for 25 weeks. Students will work with groups and/or individuals and will perform those duties required in the role of Dramatherapist within the particular organisation. This will include identifying and justifying appropriate therapeutic approaches. Students will also develop skills to communicate complicated concepts clearly and concisely both verbally and in writing. On placement students will complete clinical paperwork as required during the placement including letters to referral agents, assessment reports, case reviews, discharge summaries, assessment reports, treatment plans, case notes and permission forms.

Students and clinical supervisors will be provided with a handbook to support the process of clinical education. This will cover such areas as pre-planning logistics, the clinical placement agreement, the learning contract, assessment and evaluation.

Pre-planning

The University holds a data base of placements and clinical supervisors that help support the process of finding and developing a clinical placement. However the data base may not cater for every student preferred client group and geographical location of the placement. Students are encouraged to develop the skills required to create and develop their own placement from both the data base and any appropriate contacts or networks they hold. The module leader will support, advice and facilitate where necessary to ensure the clinical placement is appropriate to meeting the students learning outcomes. Further to this it is the module leaders responsibility to develop and update the database on a regular basis to increase opportunities for clinical placements.

Normally clinical placements should be supervised by a:

1. Dramatherapist, State Registered Arts Therapists or Psychotherapists and have normally been employed for a minimum of three years beyond their professional qualification and be employed for at least one year in their present post. Under

carefully considered circumstances exceptions can be made. This is important as it recognises the difficulty of ensuring good quality, accessible placements. The guarantee of bi weekly University reflective practice group with a Dramatherapist makes some flexibility possible.

OR

2. Have previously successfully supervised students' from an accredited Dramatherapy training programme and have at least three years' experience in this area of work and been in employment in their present post for at least one year.

After preliminary negotiation between the module leader, student and clinical supervisor, a placement agreement will be signed by all parties (see module handbook, supplementary documents). This will highlight the responsibilities of all parties and provide a baseline from which the placement can proceed. This preparation will include the negotiation of a learning contract which will identify the student learning needs for the preliminary weeks of the placement.

During the placement

During this time students will involve themselves fully in the role of a trainee Dramatherapist in this setting. This will include client contact and related work such as attending meetings, case conferences and clinical supervision. They will carry a small client caseload. Throughout the placement the student will meet with the clinical supervisor for feedback and debriefing. Ongoing critical reflection will also occur within the university reflective practice group.

Students will normally be visited by a representative from the University during the placement to monitor progress and discuss issues arising. There will also be telephone discussions for ongoing monitoring. At the halfway stage a progress report will be negotiated between the student and clinical supervisor. This will be formative in nature and identify learning needs for the remainder of the placement. The learning contract will be amended accordingly. The final report will be summative and again be as a result of negotiation between all parties.

Trainees who fail any of the assessed competencies will be offered appropriate guidance and one referral opportunity only. In the event of failure in the referral, trainees will not be allowed to retake the module and registration on the programme will be terminated.

The Reflective Practice Group

The reflective practice group will include consideration and appreciation of: the placement setting; client presentation and background; setting up Dramatherapy; appropriate frames and boundaries; assessment and assessment techniques; focussed therapeutic aims; the Drama-making process; transference and counter-transference phenomena and other significant relational processes; process of Dramatherapy including interventions made, themes emerging, critical incidents; progress of the therapy, method of monitoring, reviews, and evaluation of efficacy of therapy; ethical practice; current research.

Presentations will be made by students on clinical work in progress. Guidelines will be provided regarding the minimum content and structure requirement of the presentation. Students when not actively presenting case material will provide informal feedback to the presenter. This informal feedback will not form part of the assessment weighting but will inform the final formal case presentation made at the end of the module.

Standards of Conduct, Performance and Ethics, and Professional Codes of Practice will be reinforced as per the requirements of the Health Professions Council and the British Association of Dramatherapists.

TEACHING AND LEARNING STRATEGY

Client contact	40 hours
Clinical Supervision (on placement)	15 hours
Attendance at staff meeting and/or case presentation meetings	15 hours
Placement Related Management	50 hours
Directed and Private study	100 hours
University Reflective Practice Group	20 hours
Placement Preparation	60 hours
TOTAL	300 hours

There is recognition that each placement may differ slightly. Hours are adjusted so that the student works the kind of day which meets the requirements of the particular setting.

ASSESSMENT

Assessment weighting: 100% Coursework

CW1: 60% weighting Learning Outcomes: 1 & 2

Placement Report: Two detailed reports (one final summative, one interim formative) to be completed by the placement supervisor and then discussed with the student and University facilitator of the reflective practice group or Clinical Co-ordinator. For ease of completion the reports will use forms with boxes containing assessment criteria which are then graded (see Clinical Placement handbook) while also providing sufficient space for specific comments to be made. This assessment will address learning outcomes 1 and 2.

CW 2: 40% weighting Learning outcome: 3

Case Presentation: Critically reflect upon the Dramatherapy process with a particular client or group drawn from therapeutic work undertaken on that particular placement. The case presentation will demonstrate the student's ability to apply theory to practice. The presentation can be based on work with an individual or group and contain a coherent narrative of work appropriately contextualised, anonymised and illustrated. Permission must be obtained from the chosen subject/s for the case presentation and evidence of consultation and consent must be submitted with the case presentation.

The case presentation will demonstrate both the student's ability to apply theory to practice and critique their own Dramatherapy practice. The case presentation must be given utilising the guidelines included in the module handbook.

CW3: 0% weighting (80% attendance requirement) Pass/Fail

Additional requirement: **80% attendance**. This is a requirement in order to pass the module. Failure to attend can result in non-acceptance of assessed work for the module and also a Fail and Return decision whereby students

are required to retake the module in its entirety. In exceptional cases, approved circumstances may be offered when implementing this ruling. Please refer to your programme handbook for further information regarding extenuating circumstances.

Students must pass CW1, CW2 and CW3 to pass the module

RESOURCES

See Programme Handbook Appendix 24

REGULATIONS

Standard University PG Regulations

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Module Code **7TA086**
Effective date from which the module is valid (normally 01 August for a September start) 01/08/2010
Revision date for minor modifications

Module Title: **DRAMATHERAPY CLINICAL PLACEMENT TWO**

Number of Credits: 30

Credit Level: 7

Mandatory Pre-requisites: Dramatherapy Clinical Placement One

Pre-requisites: None

Co-requisites: None

Module Description This module provides the opportunity for Dramatherapy students to continue their work in clinical settings under clinical supervision and allows for an increased depth of understanding in relation to unconscious processes to be developed in relation to therapeutic practice. This period of placement will last for up to 2 days a week for a period of up to 30 weeks with a minimum of 60 face to face client hours.

On placement students will receive a minimum 20 hours of clinical supervision provided by the placement. Clinical accountability for the students work on placement will be held by the placement based clinical supervisor.

The placement content will include initiating and facilitating Dramatherapy sessions, assessing their effectiveness, participating in case presentations, writing cogent reports and updating records as required, as well as implementing strategies for ending therapy sessions. These activities will prepare the student for their professional role as Dramatherapists, and enable them to integrate theory into practice while working as part of a clinical team.

Within their work it is essential for Dramatherapists to progressively refine their reflection on their clinical work, develop strategies for therapeutic intervention, and critically evaluate their practice. To support this deepening of critical thinking the University reflective practice group will consider a range of Dramatherapy approaches and practice in relation to specific client groups within their particular contexts. Students should begin to identify their own particular style of working and influences in preparation for future professional practice.

The reflective practice group will be provided at the University on a bi weekly basis and 80% attendance is required. It will provide a forum for the critical review of complex case material presented to the group by individual group members in turn. The emphasis will be on the critical analysis by the presenter and the group of ongoing Dramatherapy

practice within a particular clinical placement setting. This also provides an opportunity to develop skills in case presentations for future clinical work.

The university based reflective practice group will be continuous through the year and be facilitated by a Dramatherapist.

The module aims to enable the student to undertake additional clinical work, evaluate their clinical practice, and so facilitate therapeutic competence. The student also deepens their skills in case presentation, subtle clinical reasoning, assessment of practice and the ability to articulate and communicate complex therapeutic process in writing.

LEARNING OUTCOMES

On successful completion of this module students will be able to:

- 1 Demonstrate professional and ethical Dramatherapy competencies through offering effective interventions with a small case load
- 2 Present and describe complex material from therapeutic sessions, making use of clinical supervision to reflect critically upon the therapeutic process and the effectiveness of interventions undertaken, and use of self.
- 3 Integrate evaluative methodology into clinical practice
- 4 Integrate theoretical approaches towards Dramatherapy into a developing professional philosophy of clinical practice through the medium of an ethically sound written case study

INDICATIVE CONTENT/AREAS OF STUDY

Students will work as a trainee Dramatherapist carrying a small case load under clinical supervision with a range of clients for two days a week over 30 weeks. Students will work with groups and/or individuals. However over the course of both clinical placement 1 and clinical placement 2 the student will have worked in both a group and individual context. The student will perform those duties required of the role of a Dramatherapist within the particular organisation

Student's clinical practice will be informed and governed by the Health Professions Council (HPC) and the British Association of Dramatherapists (BADth) Standards of Conduct, Performance and Ethics.

Students will present and describe complex material from therapeutic sessions in order to make use of clinical supervision to reflect critically upon the therapeutic process and the effectiveness of interventions undertaken and use of self. This should inform the students being able to make a sound case for Dramatherapy with a specified client or condition.

Undertake required ethical communications during the placement including letters to referral agents, assessment report reviews, discharge summary documents, process notes, assessment reports, treatment plans, case notes, permission forms, and reports to case conferences. Students will also be encouraged to identify the limits of their practice and when to seek advice or refer to another professional.

Demonstrate a thorough understanding of ethical and legal issues in Dramatherapy, and establish and maintain professional boundaries in practice. The process of evaluation will also consider the importance of collaboration with service users and carers.

Students and clinical supervisors will be provided with a handbook to support the process of clinical education. This will cover such areas as pre-planning logistics, the clinical placement agreement, the learning contract, assessment and evaluation.

Pre-planning

The University holds a data base of placements and clinical supervisors that help support the process of finding and developing a clinical placement. However the data base may not cater for every student preferred client group and geographical location of the placement. Students are encouraged to develop the skills required to create and develop their own placement from both the data base and any appropriate contacts or networks they hold. The module leader will support, advice and facilitate where necessary to ensure the clinical placement is appropriate to meeting the students learning outcomes. Further to this it is the module leader's responsibility to develop and update the database on a regular basis to increase opportunities for clinical placements.

Normally clinical placements should be supervised by a:

- 1 Dramatherapist, State Registered Arts Therapists or Psychotherapists and have normally been employed for a minimum of three years beyond their professional qualification and be employed for at least one year in their present post. Under carefully considered circumstances exceptions can be made. This is important as it recognises the difficulty of ensuring good quality, accessible placements. The University reflective practice group with a Dramatherapist offers further opportunity to develop reflective practice skills.

OR

- 2 Have previously successfully supervised students' from an accredited Dramatherapy training programme and have at least three years' experience in this area of work and been in employment in their present post for at least one year.

After preliminary negotiation between the module leader, student and clinical supervisor, a placement agreement will be signed by all parties (see module handbook, supplementary documents). This will highlight the responsibilities of all parties and provide a baseline from which the placement can proceed. This preparation will include the negotiation of a learning contract which will identify the student learning needs for the preliminary weeks of the placement.

During the placement

During this time students will involve themselves fully in the role of a trainee Dramatherapist in this setting. This will include client contact and related work such as attending meetings, case conferences and clinical supervision. They will carry a small client caseload. Throughout the placement the student will meet with the clinical supervisor for feedback and debriefing. Ongoing critical reflection will also occur within the university based reflective practice group.

Students will normally be visited by a representative from the University during the placement to monitor progress and discuss issues arising. There will also be opportunities

for telephone discussions for ongoing monitoring. At the halfway stage a progress report will be negotiated between the student and clinical supervisor. This will be formative in nature and identify learning needs for the remainder of the placement. The learning contract will be amended accordingly. The final report will be summative and again be as a result of negotiation between all parties.

Trainees who fail any of the assessed competencies will be offered appropriate guidance and one referral opportunity only. In the event of failure in the referral, trainees will not be allowed to retake the module and registration on the programme will be terminated.

Students will also attend a reflective practice group at the University in which they will consider and critically analyse their peer's ongoing clinical work. Within this group students will engage in the critical reflection, analysis and evaluation of their own and each others ongoing Dramatherapy practice, comprising the ethical use of self. This will be considered within the context of the placement and therapeutic relationship. This will include an appreciation and critical analysis of: the placement setting; client presentation and background; setting up Dramatherapy; appropriate frames and boundaries; assessment and assessment techniques; focused therapeutic aims; the Drama-making process; transference and counter-transference phenomena and other significant relational processes; process of Dramatherapy including interventions made, emerging patient/client themes and development of themes; critical incidents; progress of the therapy, method of monitoring such, review, and evaluation of efficacy of therapy; ethical practice; current research.

During the reflective practice group presentations will be made by students on clinical work in progress. Guidelines will be provided regarding the minimum content and structure requirement of the presentation. Student presentations will receive detailed peer evaluation via a formal assessment form. This feedback will not form part of the assessment. These presentations and feedback received upon them instead help inform critical thinking about clinical practice and the final written case study. Focused image-making within the group will also provide a further focus for reflection upon case material and placement issues.

TEACHING AND LEARNING STRATEGY

Clinical contact	60 hours
Clinical supervision (on placement)	20 hours
Attendance at staff meeting and/or case presentation meetings	20 hours
Placement Related Management	80 hours
Directed and Private study	90 hours
University tutor lead reflective practice group	30 hours
TOTAL	300 hours

There is recognition that each placement may differ slightly. Hours are adjusted so that the student works the kind of day which meets the requirements of the particular setting.

ASSESSMENT

Assessment weighting 100% Coursework

CW1: 60% weighting Learning outcomes: 1 & 2

Placement Report: Two detailed reports (one final summative, one interim formative) to be completed by the placement supervisor and then discussed with the student and University Supervisor or Clinical Co-ordinator. For ease of completion the reports will use forms with boxes containing assessment criteria which are then graded (see Clinical Placement handbook) while also

providing sufficient space for specific comments to be made. This assessment will address learning outcomes 1 and 2.

CW 2: 40% weighting Learning outcomes: 3 & 4

A critical case study of 5000 words will be drawn from therapeutic work undertaken on the student's particular placement. The case study will demonstrate the student's ability to apply and integrate theory to clinical practice. It will also identify the student's emerging clinical philosophy relating to their own Dramatherapy practice. The study can be based on work with an individual or group and contain a coherent narrative, appropriately which is contextualised, anonymised and well illustrated. Permission must be obtained from the chosen subject/s for the case study and evidence of consultation and consent must be submitted with the case study.

The case study will demonstrate both the student's ability to apply theory to practice and critique their own Dramatherapy practice. The case study must be written in a structured format, utilising the guidelines included in this handbook.

CW3: 0% weighting (80% attendance requirement) Pass/Fail

Additional requirement: 80% attendance. This is a requirement in order to pass the module. Failure to attend can result in non-acceptance of assessed work for the module and also a Fail and Return decision whereby students are required to retake the module in its entirety. In exceptional cases, approved circumstances may be offered when implementing this ruling. Please refer to your programme handbook for further information regarding extenuating circumstances.

Students must pass CW1, CW2 and CW3 to pass the module

RESOURCES

See Programme Handbook Appendix 24

REGULATIONS

Standard University PG Regulations

For QED Use only

Module Code

7TA087

Effective date from which the module is valid (normally 01 August for a September start) 01/08/2009

Revision date for minor modifications

Module Title: DRAMATHERAPY GROUP

No. of Credits: 15

Credit Level: 7

Mandatory Pre-requisite: None

Pre-requisite: None

Co-requisite: None

Module Description Dramatherapists require more than a purely intellectual understanding of the therapeutic process in order to become sensitive practitioners.

Experiential groups allow students to develop empathy for clients, and a deeper understanding of group processes through their direct involvement in a closed group. This process serves to give students valuable feedback on their performance in the group setting and highlights potential areas for development. While requiring students to focus on their own personal responses and experiences within the group, experiential group work is seen as distinct from personal therapy.

This module will provide students with an opportunity to gain a thorough understanding of Dramatherapy group processes. The group will give students direct experience of action methods, the role of theatre and Dramatherapy with respect to group dynamics and enable them to learn the basic processes of groups through these experiences.

The module also aims to build students' confidence in their use of a range of methods and to enable them to integrate the practical, creative and theoretical aspects of dramatherapy in a manner that will both inform and enrich the therapeutic process. In conjunction with the Dramatherapy Studio module, this module will give students opportunities to recognise the links between studio practice, theatre practitioners, ritual, metaphor culture and the therapeutic process, and to further develop their technical skills necessary for self-expression in using action and enactment.

It is a place where they demonstrate key competencies like reliability, so 80% attendance is required.

LEARNING OUTCOMES

On successful completion of the module, students will be able to:

1. Critically reflect upon and evaluate group dynamics through the exploration of group themes and issues paying attention to the role of the image within that process.
2. Explore and critically evaluate their own personal contribution to group processes paying attention to the role of the image as a medium for self expression and communication.
3. Synthesise personal process and theoretical perspectives encountered; particular attention should be paid to therapeutic boundaries, confidentiality and the role of the image.

INDICATIVE CONTENT / AREAS OF STUDY

The experiential Dramatherapy group will take the form of an ongoing experiential group which will be largely non-directive. The group will run from September in the first year of training until Christmas in the second stage. It will be facilitated by one qualified practitioner thus ensuring continuity and containment. Students will make art works which they will discuss in the group. Group dynamics will be reflected upon. Students will develop their visual literacy and ability to speak about and with images.

TEACHING AND LEARNING STRATEGY

This is a closed ongoing group. Images are made, discussed and evaluated by the group.

Groupwork	100 hours
Student directed learning	50 hours
TOTAL	150 hours

ASSESSMENT

Assessment Weighting: 100% Coursework

CW1: 20% weighting Learning outcome: 2.

Students will self evaluate their own journey reflecting on their intervention that have inhibited and facilitated their process.

CW2: 80% weighting Learning outcomes: 1 & 3.

Students will be expected to produce a written analysis of their experience based on their reflective journals (essay) circa 5000 words, evaluating their experience of the group. This will highlight, a minimum of three 'critical incidents' or significant points in the process for both themselves and the group, and will reflect their knowledge of philosophical, theoretical and practical applications of Dramatherapy methodology.

CW3: 0% weighting (80% attendance requirement) Pass/Fail

A minimum of 80% attendance is a requirement in order to pass the module. Failure to attend can result in non-acceptance of assessed work for the module.

RESOURCES

See Programme Handbook Appendix 24

REGULATIONS

Standard University PG Regulations

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Module Code

7TA088

Effective date from which the module is valid (normally 01 August for a September start) 01/08/2009

Revision date for minor modifications

Module Title:	DRAMATHERAPY PRACTICE (STUDIO)
Number of credits:	15
Credit Level:	7
Mandatory Pre-requisite:	None
Pre-requisites:	None
Co-requisites:	Dramatherapy Group Dramatherapy Clinical Placement 1 Arts Therapies Theory and Research in Relation to Practice 1

Module Description

The aim of this module is to introduce students to the application of theatre skills, drawn from a wide range of methods and approaches used within Dramatherapy practice; and to begin to develop their individual identity as Dramatherapy practitioners in terms of the media with which they feel able to apply in a clinical context.

The module also aims to build students' confidence in their use of drama and theatre skills to enable them to integrate the practical, creative and theoretical aspects of theatre in a manner that will both inform and enrich the therapeutic process. Together with Dramatherapy Group, it will give students opportunities to recognise the links between studio practice and the therapeutic process. Students will further develop their technical skills necessary to facilitate a therapeutic process utilising theatre and drama.

In Dramatherapy Practice (Studio) 1, students will particularly focus on the application of the concept of embodiment, projection and role within Dramatherapy practice. The module will primarily work with application of notions of story which will include work with myth, fairytale and autobiography. The role of story will be further developed using masks, images and puppets. The module will particularly focus on role and characterisation in the context of story development. Students will also learn how to develop and shape emerging therapeutic themes through the application of a Dramatherapy and theatre model into a safe structure for theme development.

Students will learn the necessary facilitation skills to create safe and contained structures of their own devising informed by theatre, Dramatherapy practices and client group.

This module will also offer students the skills to develop their spontaneity and improvisation skills in line with emerging therapeutic themes. By applying a range of theatre skills students will learn to reflect on the importance of being able to recognise and develop client themes in a

therapeutic context.

It is recognised that client problem areas are not fixed and that different approaches may be required at different times to meet physical, affective or cognitive need. The range of therapeutic approaches using theatre skill recognises the importance of working with a variety of techniques and structures. The students' ability, therefore, to draw from a range of possible methods and approaches is essential to integrative practice.

The emphasis of this module is for students to develop and further the theatre skills and experience they bring to this training and to understand how to apply this within the context of Dramatherapy clinical practice.

The module is comprised of experiential sessions and tutor and student-led seminars.

LEARNING OUTCOMES

On successful completion of the module students will be able to:

- 1 Demonstrate the ability to utilise theatre skills within a structure that supports the safe development of therapeutic themes in the context of a Dramatherapy session with peers. Students also need to demonstrate the ability to reflect and appraise a Dramatherapy session with peers.
- 2 Analyse and critique the practical skills required to work professionally, ethically and appropriately with different client groups, utilising Drama and Theatre skills.
- 3 Critically reflect upon the application of different models and interventions of Dramatherapy practice in response to differing client need.
- 4 Scrutinise and critique key concepts relating to aesthetic distance and safety within the dramatic metaphor and Dramatherapy process.

INDICATIVE CONTENT / AREAS OF STUDY

- Development of the application of a broad range of practical theatre skills within a Dramatherapy context with a particular focus on embodiment, projection and role in the story making process.
- Consideration of the theoretical basis for the application of particular theatre skills within a Dramatherapy context.
- Consideration of the theoretical basis for the application of particular theatre skills and a Dramatherapy model with specific client groups.
- Development of the ability to work professionally, ethically and appropriately with a range of client groups, utilising Drama and Theatre skills in a therapeutic framework.

TEACHING AND LEARNING STRATEGY

Student directed workshops	90 hours
Tutorials	25 hours
Private study	35 hours
TOTAL	150 hours

ASSESSMENT

Assessment weighting: 100% Coursework

CW1 80% weighting Learning Outcomes: 1, 2 & 4

Students will facilitate a peer group Dramatherapy structure that develops potential therapeutic themes utilising an appropriate model. The assessment will demonstrate the student's ability to develop a Dramatherapy model of their own devising that is safe, contained and structured. The facilitation will last up to an hour and include peer group reflection.

CW2 20% weighting Learning Outcome: 3

Students will offer a short written critique of 1500 words summing up of your thinking and considerations for your choice of Dramatherapy model for the client group under consideration. Your choice will be informed by theatre and Dramatherapy models and theory; and your knowledge of the client group.

CW 3 0% weighting (80% attendance requirement) Pass/Fail

Additional condition: Attendance. At least 80% attendance is required in order to pass this module*

*In addition to the requirements of the University's Participation Policy, 80% attendance both within the placement and within supervision is a requirement in order to pass this module. This forms the basis of good practice as a professional. Failure to attend can result in non-acceptance of assessed work for the module and a Fail and Return decision whereby students are required to retake the module in its entirety. In exceptional cases, approved extenuating circumstances may be offered when implementing this ruling.

RESOURCES

See Programme Handbook Appendix 24

REGULATIONS

Standard University PG Regulations

Resource list (Appendix 24)

Clinical placement 1 and 2

Essential reading

Bannister, A 2003 Creative therapies with traumatized children. London. Jessica Kingsley.

Casson, J. 2004. Drama, Psychotherapy and Psychosis – Dramatherapy and Psychodrama with People Who Hear Voices. Hove, East Sussex, UK; New York: Routledge.

Crimmens, P 1998. Storymaking and Creative Groupwork with Older People. London. Jessica Kingsley Publishers

Chesner, A 1995 Dramatherapy for people with learning disabilities : a world of difference. London and Bristol, Pennsylvania. Jessica Kingsley.

Jones, P (2007) Drama as Therapy – Theatre as Living. London; New York: Routledge.

Salvo Pitruzella, S. 2004. Introduction to Dramatherapy: Person and Threshold. Routledge.

Recommended Reading

Argyle, M. 1983. The Psychology of Interpersonal Behaviour. 4th Ed. London: Penguin.

A. Alsop, and Ryan, S. 1996. Making the Most of Fieldwork Education. Cheltenham Nelson Thornes.

Beandonu, G. 1994. Wilfred Bion His Life and Works 1987 – 1979. Free Association.

Bolton, G. 2001. Reflective Practice. London: Paul Chapman.

Bouzoukis, C. E. 2001. Pediatric Dramatherapy: They Couldn't Run, So They Learned to Fly. Jessica Kingsley.

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Casement, P. 1988. On Learning from the Patient. London: Routledge.

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Cox, M.

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Dokter, D. ed.

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- Meekums, B. 2002. *Dance Movement Therapy – Creative Therapies in Practice*. London; Thousand Oaks, California; New Delhi: Sage.
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- Obholzer, A., and Roberts, V. Z. 1994. *Individual and Organisational Stress in the Human Services*. London: Routledge.
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- Scaife, J. 2001. *Supervision in the Mental Health Professions*. Hove: Brunner-Routledge.
- Spinelli, E. 1996. *Demystifying Therapy*. London: Constable.
- Stevens, J O. 1975. *Gestalt is*. Real People Press. Moab, Utah.
- Tselikas-Portman, E. 1999. *Supervision and Dramatherapy*. London: Jessica Kingsley.
- Wilshere, B. 1982. *Role Playing and Identity*. Bloomington: Indiana University Press.
- Yalom, I.
 -1985. *The Theory and Practice of Group Psychotherapy*. New York: Basic Books.

-2002. the gift of therapy: reflections on being a therapist. London. Piatkus

Zinker, J. 1989. Creative Process in Gestalt Therapy. New York: Vintage.

Studio practice

Essential reading

Andersen-Warren, M. and Grainger, R. 2000. Practical Approaches to Dramatherapy: The Shield of Perseus. London and Philadelphia. Jessica Kingsley

Brook, P 1998. Threads of Time – A memoir. London: Methuen.

Jennings, S. et al.

-1994. The Handbook of Drama Therapy. London: Routledge.

Johnstone, K 1981 Impro- Improvisation and The Theatre. London: Methuen.

Mitter, S 1992 Systems of Rehearsal: Stanislavski, Brecht, Grotowski & Brook. London. Routledge.

Roose Evans, J. 1990. Experimental Theatre. London: Routledge.

Stanislavski, C (2008) An Actor Prepares. London. Methuen Drama.

Recommended reading

Barta, L. and Ne'eman, N. 1993. The Metaphoric Body – Guide to Expressive Therapy through Images and Archetypes. London, Bristol, Pennsylvania: Jessica Kingsley.

Benedetti J. 1993. Stanislavski: An introduction. Great Britain: Methuen Drama.

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-2007. ed. Authentic Movement: Moving the Body, Moving the Self, Being Moved- A Collection of Essays. Volume Two. London: Jessica Kingsley.
- Roth, G.
-1999 [1997]. Sweat Your Prayers – Movement as a Spiritual Practice Newleaf/Gill and MacMillan Ltd.
-1999 [1989]. Maps to Ecstasy. London: Thorsons.
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- Slade, P.
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- Spolin, V 1976 Improvisation for the Theatre. USA: Northwestern University Press.
- Stanislavski, C (2008) Creating a Role. London. Methuen Drama.
- Stanislavski, C (2008) Building a Character. London. Methuen Drama.
- Turner, V., 1982. From Ritual to Theatre – The Human Seriousness of Play. New York: PAJ Publications.

ARTS THERAPIES THEORY AND RESEARCH RELATED TO PRACTICE ONE and TWO
READING LIST

DRAMATHERAPY PROGRAMME

Essential Reading

- Ellenberger, H. 1970. *The Discovery of the Unconscious* New York: Basic Books.
- Erikson, E.H. 1995. *Childhood and Society*. London: Random House.
- Goffman, E., (1990) [1959]. *The Presentation of Self in Everyday Life* Penguin Books.
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Recommended Reading

- Axline, V. 1971. *Dibs in Search of Self*. London: Penguin.
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"Di Gammage"
<di@mdgammage.freemove.co.uk>

01/06/2009 17:32

To <Osama.Ammar@hpc-uk.org>

cc "Willoughby-Booth, Simon"
<Simon.Willoughby-Booth@nhslothian.scot.nhs.uk>

bcc

Subject Re: HPC - Major Change - MA Dramatherapy

Dear Osama,

Following on from our telephone conversation:-

As a dramatherapist, I would certainly agree that the artform of drama is central to our practice, however, my concern and discomfort with the Independent Study module in the Derby MA programme is the emphasis placed upon the trainee's ability to engage in drama for the purpose of performance rather than for therapeutic enquiry. Throughout my time as a trainee, practitioner and trainer in the field, I appreciate and value each individual's artistic ability but always hold at the core their capacity to engage in therapeutic relationship in order to explore clients' personal material rather than create theatrical performance. Furthermore, it has been my experience that not all trainee dramatherapists are skilled actors, nor wish to be.

I am uncomfortable about the weighting given to this performance. I am also unclear how the individual will be assessed as the criteria for assessment, despite several attempts made by the programme provider, remain vague. What precisely is the purpose of the performance in relation to fitness to practice as a dramatherapist and how will the programme provider communicate this to the trainee?

I am alarmed that following Simon's and my feedback the programme provider has made further amendments to the student handbook rather than providing additional information in response as requested. Having heard these amendments, they still, in my view, fail to alleviate my discomfort and seem to be suggesting that the programme is still in the process of being created (?) Our original documentation received from Derby five months ago was so disorganised we were unable to proceed with the task in hand. The second submission, although vastly improved, still contained inappropriate references to the Art Therapy programme and omissions in assessment procedures (information we have previously provided to the HPC in our report).

I hope this is helpful to the Panel in the task of reaching a decision on this programme.

Kind regards,

Di Gammage

----- Original Message -----

From: <Osama.Ammar@hpc-uk.org>

To: "Di Gammage" <di@mdgammage.freemove.co.uk>;

<Simon.Willoughby-Booth@nhslothian.scot.nhs.uk>
Sent: Wednesday, May 27, 2009 9:52 AM
Subject: HPC - Major Change - MA Dramatherapy

- >
- > Dear Simon and Diane,
- >
- > Following the Education and Training Committee meeting on 20 May, a
- > decision was made in relation to the above major change to gather
- > additional information from both the visitors and education provider to
- > make a final decision at the meeting to be held on 11 June 2009. The
- > Committee felt that a visit may be an appropriate step to take to measure
- > the changes that have occurred to the programme but that the very specific
- > nature of the your concerns required some further consideration to
- > determine if a visit is the appropriate action. The Committee felt that a
- > visit with such a specific focus may be overly burdensome on the education
- > provider and wished to understand if there was an alternative which was
- > less resource intensive but still appropriate to the risk.
- >
- > The Committee have the ability to request information from the education
- > provider and yourselves. If the education provider responds adequately to
- > the issues raised in your report and you feel that the issues can be
- > addressed using documentation and that the concerns about fitness to
- > practice could be resolved in this way then the Committee can make the
- > decision to continue to approve the programme. In a sense this becomes an
- > exceptional final attempt to show compliance with our standards and the
- > Committee will make the decision in their meeting rather than asking for
- > your recommendation. If the Committee is not satisfied by the education
- > providers response, then a visit will be undertaken.
- >
- > To assist them, the Committee have requested that further information be
- > provided to help them understand how your concerns link to the fitness to
- > practise of those completing the programme and what evidence, in broad
- > terms, would be appropriate to show you compliance with our standards. I
- > have pasted the reasons for your recommendation below so that you can
- > easily add/amend to assist the Committee's understanding of the matter.
- >
- > 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
- >
- > Reason: The visitors were unable to confirm that the Independent
- > Scholarship module continued to meet the SOP in the area of 2b.1:
- > § be able to use research, reasoning and problem-solving skills to
- > determine appropriate actions
- > § be able to engage in evidence-based practice, evaluate practice
- > systematically and participate in audit procedures,
- > § be able to evaluate research and other evidence to inform their own
- > practice
- >
- >
- > 6.1 The assessment design and procedures must assure that the student
- > can demonstrate fitness to practice
- >
- > Reason: A substantial weight of assessment in Independent Scholarship

> module has been given to performance. The visitors were concerned that
> students less skilled in performance would be disadvantaged and
> questioned whether the assessment design demonstrated student's fitness
> to practice as a dramatherapist.
>
>
> 6.2 Assessment methods must be employed that measure the learning
> outcomes and skills that are required to practice safely and
> effectively.
>
> Reason: Although the education provider has cited 'Additional
> information regarding the rationale for the Independent Scholarship
> module can be found in Section 4.9.1' this section makes no reference to
> assessment methods for this module. Assessment methods for the
> Independent Scholarship module found in 8.10.1 where a student 'may be
> asked to do all or any of the following:....including...'produce a body
> of art work and provide a critique...mount an exhibition of produced art
> work'. Performance is not included here although 60% of the overall
> assessment of the Independent Scholarship is in the Body of Work (p.65
> of the Programme Handbook, 'performance (Drama/Dance Movement Therapy.
> The nature of the exhibition (sic)...'). The Independent Scholarship
> module carries 60 credits, a third of the overall Masters award,
> therefore the performance carries 36 credits of the overall Masters
> award. (almost one fifth of the Masters credits). The visitors were
> concerned at the high credit weighting the performance carries and
> whether a performance is the most appropriate assessment method to
> measure the learning outcomes and skills required to practice safely and
> effectively.
>
> Owing to the short turn-around between the Committee meetings, please can
> I
> ask that I have your response by Monday 1 June if at all possible. This
> will allow us to resolve the issue in June. I'm sure you are as eager as
> I
> am to close this piece of work!
>
> Please contact me if there are any problems or questions.
>
> Regards
>
> Osama Ammar
> Education Manager
> Health Professions Council
> Park House, 184 Kennington Park Road, London, SE11 4BU
> www.hpc-uk.org
>
> tel +44 (0)20 7840 9764
> fax +44 (0)20 7820 9684
> mob 07799 830192
> email osama.ammar@hpc-uk.org
>
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