

PROGRAMME SPECIFICATION

The Programme Specification is a concise description of the learning opportunities provided by the course and an outline of the ways in which these opportunities can be achieved and demonstrated. The Programme was validated by the University of Worcester in June 2008, and approved by the Health Professions Council.

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| 1 | Awarding institution/body | University of Worcester |
| 2 | Teaching institution | The Iron Mill Institute, Exeter (Southwest School of Dramatherapy) |
| 3 | Programme accredited by | The Health Professions Council (HPC) |
| 4 | Final award | Master of Arts |
| 5 | Programme title | Postgraduate Certificate in Dramatherapy Studies; Postgraduate Diploma in Dramatherapy Studies; MA in Dramatherapy |
| 6 | Pathways available | N/A |
| 7 | Mode and/or site of delivery | Study days will be based at The X-Centre, Commercial Road, Exeter. |
| 8 | Mode of attendance | Part-time over three years Attendance is required on one day each week, plus two training weekends, during each of the first two academic years of study. The third year focuses on the study of research methods and the preparation and writing of an advanced dramatherapy project. <u>Years one and two will each include :</u> 30 weekly training days plus 2 training weekends. <u>Year three will include:</u> 2 study days plus individual tutorials and academic supervision sessions. The programme is so designed to facilitate students who have to travel some distance to Exeter, where the programme is based. The staff team considers that this structure is sympathetic to the demands on students who are in full-time employment. More importantly, it allows students time between study sessions for reflection, the consolidation of ideas and for the development of their own practice and research. |
| 9 | UCAS Code | N/A |
| 10 | Subject Benchmark statement | N/A |
| 11 | Date of Programme Specification preparation/revision | January 2008/August 2010 |
| 12 | Educational aims of the programme are as follows: | |
| 1 | to provide a synergetic and integrated programme of study for students at Masters level, enabling them to develop explore and investigate complex trends and issues, both theoretically and practically, in the specialist field of dramatherapy | |
| 2 | to develop the professional skills of students in the use and understanding of drama as a therapeutic process and to enhance their academic, professional, creative and | |

personal development

- 3 to enable students to carry out independent, systematic and scholarly study, at Masters level, based on dramatherapy theory and clinical practice.
- 4 to provide a range of subject-specific, academic and key skills, which will prepare students for future study and/or enriched professional practice and future careers
- 5 to educate students, from diverse backgrounds*, to practise dramatherapy to a standard meeting the Standards of Education and Training and Arts therapies, Standards of Proficiency of the Health Professions Council (HPC), and in accordance with the HPC Standards of Conduct, Performance and Ethics and BADth Code of Practice.

(*including: *nursing, psychiatric nursing, occupational therapy, social work, community work, special education, nurse education, psychology, teaching, residential care, theatre and the creative arts.*)
- 6 to provide professional pre-registration education for learning to :
 - those who wish to become professional dramatherapists and seek employment as such
 - those who wish to add dramatherapy as an additional skill whilst remaining in their existing career structure.

7 Intended learning outcomes and learning, teaching and assessment methods

On completion of the course students will be able to:

1. demonstrate a systematic and in-depth knowledge and understanding of sources, concepts and theories of dramatherapy, and relate them in an informed and critical manner to theories and practice of associated disciplines
2. demonstrate a mature understanding of the nature, processes and forms of creativity and how they relate to the therapeutic process
3. demonstrate creativity, informed understanding and competence in the application of a broad and eclectic repertoire of dramatic models, strategies and structures for use in dramatherapy practice
4. communicate the nature and scope of their professional practice orally, through workshop demonstrations and through writing, to professional and lay persons, including clients, and demonstrate their ability to work, where appropriate in partnership with other professionals
5. gather relevant information, use appropriate assessment techniques, and analyse and evaluate information collected to identify and assess the therapeutic need/s of the client or user
6. demonstrate a critical awareness of current trends and new insights in the specialist field of dramatherapy, informed by regulatory frameworks and standards of professional practice, and use knowledge, creativity, judgment and reasoning to formulate programmes of treatment

7. deploy accurately and with a mature competence complex dramatherapy techniques to a standard that ensures safe and competent practice, including the setting and management of timescales and within the legal and ethical frameworks of the profession
8. deal with complex issues in clinical practice, both systematically and creatively, make sound judgements in a non-judgemental and non-discriminatory manner, and communicate conclusions clearly to specialist and non-specialist audiences
9. maintain, reflect on and review the effectiveness of a dramatherapy intervention programme and modify plans accordingly; extend and develop treatment in response to changing client need
10. maintain systematic, legible and comprehensive clinical records, based on accurate evaluation and analysis
11. demonstrate professional competence in knowing the limits of their practice, when to seek advice and/or when to make referrals
12. evaluate dramatherapy methodologies and develop critiques of them and, where appropriate, to propose new hypotheses
13. draw on appropriate knowledge and reflect critically on their own practice and learning, to review, consolidate and extend knowledge and understanding and to enhance praxis
14. design, carry out and present in writing, to publication standard, independent academic enquiry, including relevant literature critiques, which demonstrates original thought and a comprehensive understanding of knowledge and techniques for professional dramatherapy practice
15. assess and manage their own needs for career-long self-directed learning and ongoing supervision as a means to maintain fitness to practise, to develop and enhance professional and personal learning, development and practice.

Learning, Teaching and Assessment methods:

Modules are delivered through lectures, seminars, discussion, experiential workshops, spoken and dramatic presentation and performances and supported by guided reading, independent study, structured interaction with peers, clinical practice, clinical process supervision, personal therapy and tutorials. Students will demonstrate achievement of all programme and module learning outcomes, through successful completion of the programme's formative and summative assignments and assessments.

8 Assessment Strategy

- a) Formative and summative assessments are incorporated into the programme to enhance student learning. Learning, teaching and assessment methods are supported by a wide range of assessment modes. The assessments address the learning outcomes of each of the modules. The assessment strategies are designed to develop skills, knowledge and attitude and to provide evidence of the students' progress and achievement throughout the course and to prepare them for professional practice.
- b) BADth requires that a high proportion of the course work for pre-registration education in Dramatherapy must be experiential in nature with an emphasis on learning appropriate skills. The University of Worcester complies with this condition and requires that ongoing satisfactory performance in practical experiential course work is achieved as well as attainment in written, oral, academic and clinical elements.
- c) Assessment procedures for this programme have been informed by and devised strictly in accordance with the University of Worcester *Postgraduate Regulatory Framework*, the HPC *Standards of Education and Training Guidance* and HPC *Standards of Proficiency* for safe and effective practice.
- d) Assessment approaches are shaped and balanced to support an overall cohesive and integrated education experience. The programme incorporates a range of assessment methods, which avoid over- emphasis on one particular range of skills. Types of assessments include written projects, essays, case study, spoken presentations, practical assignments, theatre presentations, clinical placement practice and practice reports. The opportunity for students to demonstrate independence and competence in a sustained piece of work is provided by Module DRT4007, Advanced Dramatherapy Project. The assessments will reflect the student's ability to work systematically, analytically, ethically and proactively, in the specialist field of dramatherapy.
- e) Students are introduced to and familiarised with guidelines for postgraduate study, on commencement of their education programme. These, along with specific assessment criteria for written, spoken and practical assignments are detailed in the Student Programme Handbook and Student Resource Book.

9 Programme structures and requirements

- a) *This MA programme comprises the equivalent of 9 modules, which total 180 University of Worcester credits, at Masters Level. All modules of this MA programme are mandatory.*
- b) *There are three 20-credit modules in each of years one and two of the education programme. These modules run concurrently, each spanning three terms of study over one academic year. Year three focuses on the study of research methods and the preparation and presentation of an advanced dramatherapy written project, based on clinical practice. This final year encompasses one 60-credit module. The education for learning hours for each module are divided between taught/supervised hours and student-directed learning.*
- c) *The programme is structured to provide a synergetic theoretical and practical education for learning experience in dramatherapy.*
- d) Professional registration for a dramatherapist is set at Masters level. Therefore, only

successful completion of the three-year Masters programme (180 credits) leads to eligibility to apply for registration as a dramatherapist with the HPC and full membership of BADth.

- e) The programme structure, which follows, accords with the BADth guidelines that:
- a high proportion of course work must be experiential in nature with an emphasis on learning appropriate skills, clinical practice and personal development
 - practical/clinical elements must be integrated with the academic/theoretical elements.

f) See below: *Figure 1: Structural framework of MA programme*

Structural framework of MA programme - Figure 1

| Module No. | Module Title | Year | Level | Credits | Taught /supervised hrs. | Student directed learning | Total hrs. |
|---------------|--------------------------------------|------|-------|------------|-------------------------|---------------------------|--------------|
| DRTH4 001 | The Practice of Dramatherapy | 1 | M | 20 | 90 | 110 | 200 |
| DRTH 4002 | Theories and Models for Dramatherapy | 1 | M | 20 | 50 | 150 | 200 |
| DRTH4 003 | Creative Skills Development | 1 | M | 20 | 100 | 100 | 200 |
| DRTH4 004 | Advanced Dramatherapy Practice | 2 | M | 20 | 105 | 95 | 200 |
| DRTH4 005 | Advanced Dramatherapy Theory | 2 | M | 20 | 50 | 150 | 200 |
| DRTH4 006 | Dramatherapy Clinical Placement | 2 | M | 20 | 85 | 115 | 200 |
| DRTH4 007 | Advanced Dramatherapy Project | 3 | M | 60 | 30 | 570 | 600 |
| TOTALS | | | | 180 | 510 | 1,290 | 1,800 |

Additional Course Requirements

Clinical practice:

BADth require that the client contact element of **Clinical Practice**, undertaken as part of training, must be a minimum of **100 sessions**.

An explanation of the management, structure and organisation of the Clinical Practice hours is outlined in the Student Resource Book and detailed in the Information Pack for Centres Offering Dramatherapy Placements.

During their education programme, students will gain experience of:

- facilitating short-term and longer-term groups
- working with individuals
- working with a range of client groups

Personal Therapy:

It is a requirement of BADth and the Iron Mill Institute , that students should fulfil a minimum of **72 sessions** of personal therapy whilst studying on the programme. A justification, break down and explanation of these requirements is explained at interview and is included in the Student Resource Book.

Additional course requirements relating to clinical practice and personal therapy are explained carefully to applicants at interview.

The Course Leader is responsible for verifying that each student has completed satisfactorily all additional course requirements relating to Clinical Practice and Personal Therapy, in accordance with BADth requirements, as detailed in the Student Programme Handbook.

Attendance: The minimum attendance requirement for each module is 80%. The Programme Leader is responsible for monitoring the weekly attendance of each student. Failure to meet the attendance requirement is explained under Section 20 of this Programme Specification.

16 QAA Academic Infrastructure

This programme has been devised in accordance with the QAA Framework for Qualifications in Higher Education.

Students are educated to practise dramatherapy to a standard meeting the Standards of Education and Training and Arts therapies, Standards of Proficiency of the Health Professions Council (HPC), and in accordance with the HPC Standards of Conduct, Performance and Ethics and BADth Code of Practice.

The design and content of the programme is informed by and consistent with HPC and BADth guidelines and standards set out in:

- HPC approval process – Supplementary Information for Education Providers (April 2007)
- HPC, Arts Therapies, Standards of Proficiency (January 2005)
- HPC, Standards of Education & Training Guidance (January 2007)
- HPC Standards of Conduct, Performance and Ethics (April 2004)
- BADth Curriculum Guidance for the Training of Dramatherapists, to support the HPC Standards of Education and Training Guidance (draft October 2007)
- BADth Code of Practice (September 2005)
- BADth Standards of Ethical Practice for Registered Supervisors of Dramatherapy (October 2006)

This Masters programme is approved by the HPC, subject to conditions (March 2008). Following accreditation, the Course Leader will be responsible for ongoing liaison with the HPC and for co-ordinating major/minor change (MM) and annual monitoring (AM) processes.

17 Support for students

The Southwest School of Dramatherapy is diligent in its support for students. The X-Centre provides a comfortable, stimulating and welcoming environment for study.

Student support is provided in the following ways:

- Induction programme on commencement of his/her education programme: introduction to study skills; introduction to Student Programme Handbook; meeting with personal tutor; introduction to contracts - training group, clinical supervision and personal therapy; experiential workshops with an emphasis on group work to further the establishment of an integrated and mutually-supportive peer group.
- Skills to promote well-being, awareness and positive practice for individual and group work are promoted through the course.
- Distribution of staff and student contact details (at the discretion of and with permission of individuals): telephone number, address and email address, in order to promote self help groups and mutual study support.
- Availability of tutors to assist in facilitating learning through extra tutorials (face to face, by email or telephone) between study days.
- Tutors are aware that students learn differently and so implement a wide range of teaching and learning styles to facilitate this and to acknowledge difference
- Students are provided with a hard copy of the Student Programme Handbook on the commencement of their education programme.
- Students are required to take part in experiential practice through the three years of education in dramatherapy. During the induction period, agreement to take part in this work is secured through informed and written consent.
- The X-Centre is equipped with tea, coffee and cooled water facilities for staff and students. Catering is available on site or at cafes and restaurants, by the quayside, just minutes away from the centre.

- Students will have access to the University of Worcester Student Learning Support services through their education period. Students can access the student services website: <http://www.worcester.ac.uk/student/services/150.html> for further information or ask the dramatherapy Programme Leader for advice and guidance.
- The Iron Mill Institute aligns with the University of Worcester's approach to Equal Opportunities. Students will be made aware of the appropriate regulations, procedures and policies at the beginning of their course of study. It is the student's responsibility to ensure that he/she familiarises him/herself with them. The Student Programme Handbook provides students with a list of how to access Regulations, procedures and policy documents electronically. Assessment policies and the Equal Opportunity policy are included in the Handbook.

The dramatherapy staff team has earned an excellent reputation for its notably high level of student support provided through the education experience.

The tutorial programme

The tutorial programme is an essential and integral part of the overall design and structure of the programme. The tutorial scheme enhances synthesis of the overall education experience. Students are allocated and introduced to their personal tutor at the commencement of their study programme. Personal tutors are appointed for a student's entire education period. The provision of pastoral care and ongoing support for each individual student, through all aspects of his/her education, is of paramount importance during this academically, practically and personally demanding education experience. Whilst a minimum of 80% attendance is required across the programme, module and personal tutors provide, and encourage the use of, tutorial opportunity to catch up on missed session work. A minimum of two face to face tutorials is built into each term of the programme. Staff and students may request additional tutorials to address specific needs and or issues. The Student Programme Handbook includes a detailed overview of tutorial provision.

Equal opportunities

The Iron Mill Institute aligns with the University of Worcester approach to Equal Opportunities. The University has as an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development.

The University of Worcester is committed to providing equal opportunities for all staff and student members of its community. A copy of this policy is included in the Student Programme Handbook.

The Board of Governors has adopted a policy statement setting out the University's position in relation to its legal responsibilities, as well as its commitment to opening up learning opportunities to all sections of the community. Copies of the policy statement are made available to staff and students.

The University recognises that the provision of equal opportunity encompasses learning and teaching, curriculum issues and the manner in which staff and students and all service users are treated within the institution.

Responsibility for the Equal Opportunity policy lies with every member of the University community, and we are working to ensure that the policy is fully and effectively implemented.

The Iron Mill Institute promotes an ethos free from discrimination and prejudice in any form and has created an environment in which students are treated entirely on the basis of their merits, abilities and potential.

Additionally, learning and teaching methods take into account the needs of disabled students by allowing them to tape lectures if dyslexic, dispraxic or suffering from sight problems. The X-Centre is suitably accessible and well-equipped for people with specific needs.

Further guidance can be obtained from the Equal Opportunities Sub-Committee of BADth (www.badth.org.uk).

18 Admissions policy, criteria and procedures

The admission of an individual student is at the discretion of the authorised admission tutors and subject to:

- the University of Worcester's *Regulations for the Admission of Students*
- a reasonable expectation that the applicant will be able to achieve the learning outcomes of the course and achieve the standard required for the award
- fulfilling the entry requirements as stated within this programme specification.

Additionally, admission to the programme has been devised in accordance with the draft *BADth Curriculum Guidance for the training of Dramatherapists, to support the HPC Guidance on the Standards of Education and Training (2007)*.

This programme attracts people from a diversity of professional fields – e.g. *nursing*,

psychiatric nursing, occupational therapy, social work, community work, special education, nurse education, psychology, teaching, residential care, theatre and the creative arts.

The admissions procedure for the MA in Dramatherapy is reviewed regularly with a view to maintaining recruitment practices which reflect commitment to equality of opportunity. The Iron Mill Institute seeks to increase opportunities for social inclusion by attracting candidates from diverse backgrounds. The selection panel takes care to invite applicants from a range of different cultural, social, generational, gender and philosophical backgrounds. Recruitment and selection procedures are compliant with the Race Relations, Age Discrimination and Disability Discrimination Acts.

Entry requirements:

Candidates for entry onto the Masters programme, whether the exit point be Postgraduate Certificate, Postgraduate Diploma or full Masters of Arts, must normally fulfil the following entry requirements:

Candidates for entry onto the Masters programme must normally fulfil the following entry requirements:

- possession of a degree in a related subject *, or an equivalent relevant professional qualification acceptable to the University of Worcester.
- demonstration of a mature attitude, commitment and initiative
- some experience of work with people with specific needs
- evidence of some experience of practical drama
- evidence of a knowledge and interest in drama, psychology and psychotherapy
- good interpersonal skills
- compliance with terms of the Rehabilitation of Offenders Act, 1974, and mental health legislation for clinical placement and employability in the NHS, local authority social services departments (LASSDs), working with children, and other similar sensitive areas of employment.

** for example : drama/theatre, the creative arts or related humanities; psychology; social studies; cultural studies; education; nursing; occupational therapy; speech and language therapy.*

Until the maximum number of places on the programme have been offered and accepted, all applicants fulfilling the programme's entry requirements are invited to interview. All applicants must satisfy the interviewers that they are capable of undertaking a study programme at Masters Level. Applicants, who do not possess a first degree or equivalent qualification, are required to submit evidence of their academic ability through written work.

Students can be interviewed and accepted with less than minimum formal qualifications providing they can show evidence of other appropriate qualifications and/or experience. Each case is considered on its merits.

Applicants, whose first language is not English, must provide evidence of successful achievement of International English Language Testing System (IELTS) at level 7 (or equivalent), with no element below 6.5, prior to the commencement of the course. They are required to demonstrate good communication skills in English.

International applicants, if unable to attend an interview in Exeter, may be interviewed by telephone, with an additional assessment of written material. Two members of the interview panel will speak with and assess the applicant. A video of the applicant's work may also be requested.

Due consideration is given by the selection panel to the previous experience of each applicant, both through APEL (Assessment of Prior Experiential Learning) and CATS (Credit Accumulation Transfer System). Entrance onto the programme, involving transferred credit, will proceed in accordance with University of Worcester academic regulations: *Postgraduate Regulatory Framework*.

Academic Regulations and Procedures: Policy and Principles for Accreditation of Prior Learning can be found at: <http://www.worcester.ac.uk/registryservices/942.htm>

Self-declaration of criminal convictions is required on application for a place on the MA in Dramatherapy programme. Successful applicants are required to apply for an enhanced Criminal Records Bureau (CRB) screening, and to have completed clearance by the point of registration onto the programme.

It will be made clear to students at interview that although they may be offered a place of the course with a criminal conviction, it is at the discretion of the placement providers whether or not they will offer a particular placement. The University of Worcester cannot guarantee a student a particular placement. If a candidate is found to have lied about a criminal conviction s/he will be discharged from the course.

Additionally, in some instances, Occupational Health Clearance will be required prior to the commencement of a clinical placement. Therefore, students are required to complete a University of Worcester Health Questionnaire and to ensure that occupational health clearance has been completed by the point of entry onto the programme.

All students accepted onto the programme are required to have access to a personal computer, through the duration of their studies.

Students are provided with a copy of the Iron Mill Institute Terms and Conditions for persons accepting a place to be educated on an Iron Mill Institute programme of study, when they are sent their written offer of a place on the MA programme. Further, during the induction period of the programme, students are introduced to, discuss and consider the Training Group, Personal Development Group and Supervision Contracts, which are included in the Student Programme Handbook. Additions to the contracts may be made by mutual agreement, before informed and written consent is secured, as part of the induction process.

Selection procedure:

Members of the dramatherapy staff team will administer the application and interview procedures. Normally, two members of staff co-lead the interview session and attend a subsequent selection meeting, when they discuss each candidate's application papers and performance at interview before completing together an Interview Record Form.

Each candidate eligible for entry to the MA course will normally undergo a selection process, which will include the following :

- completion of a University of Worcester application form (or Iron Mill application form, approved by the University of Worcester) that includes academic and professional references
- submission of his/her curriculum vitae, detailing a list of relevant qualifications and experience
- submission of a written statement about his/her expectations of the programme and its relevance to personal and professional development
- evidence of original certification of his/her qualifications
- evidence of original certification of proficiency in English, where English is not his/her

first language

- statement of way/s in which he/she is to meet the financial requirements of the course
- attendance at a half-day interview, which includes participation in a practical workshop, a short written exercise, and two individual interviews with members of the core staff team.

Selection procedures comply with the University of Worcester Equal Opportunities policy, which aims to ensure equality of opportunity to students seeking admission to academic programmes.

Selection is made on:

- Achievement of minimum entry requirement
- Letter of application/personal statement
- References
- Personal performance at interview
- Individual's ability to work dramatically and within a group

Criteria for admission will be based on:

- Academic qualification
- Appropriate work experience or experiential learning
- Ability to communicate effectively
- Ability to cope with demands of academic, practical and personal demands of the programme
- Attitude and commitment

At interview it is explained that, although an applicant may be offered a place on the MA in Dramatherapy programme with a minor criminal conviction, it is at the discretion of the placement provider/agency whether or not an offer of a clinical placement is made.

Recruitment:

The maximum recruitment number for each MA in Dramatherapy cohort is 18.

Please contact the Iron Mill Institute General Office for further information or guidance 01392 219200.

19. Methods for evaluating and improving the quality and standards of teaching and learning

The Iron Mill Institute is committed to providing, monitoring and maintaining high quality standards of education for learning. To this end, the Iron Mill conforms to the University of Worcester's *Quality Assurance Processes* and the *Academic Regulations and Postgraduate Regulatory Framework* for the quality operation of the programme. Good practice is further monitored and enhanced by HPC and BADth standards and guidelines, as detailed in section 16 of this Programme Specification.

Methods for evaluating and improving the quality and standards of teaching and learning may be summarised as follows:

- Annual review and report of the quality of the programme (AMR)
- External Examiner's visits and reports
- Annual visits from and liaison with University of Worcester Link Tutor
- Feedback and evaluations by students at the end of each term of study
- Service user feedback
- Core Staff Meetings
- Course Committee Meetings, with student representation

- Peer assessment of teaching, including sharing of good practices, including teaching and learning
- Attendance at BADth Trainers' Sub-Committee meetings
- Compliance with HPC annual programme monitoring procedures
- Dramatherapy tutors receive ongoing professional Supervision
- Regular professional updating, CPD and scholarly activity

The Course Leader

The Course Leader is responsible for the academic organisation and management of the programme, for assuring the quality of the teaching provision and for acting as the official liaison person with the University of Worcester. She ensures the quality and standards of education in the award and maintains an overview of the programme's overall education for learning experience. She is the person responsible for managing and monitoring Module Reviews and Annual Programme Monitoring Reports. Additionally, the course leader is responsible for ensuring that the pastoral needs of students are met.

The Core Staff Team

Members of the dramatherapy core staff team have worked closely together over many years. During this period they have developed an excellent reputation for the provision of quality education for learning, nationally and internationally. It is intended that the proposed Masters in Dramatherapy programme will exploit and build on these achievements.

Codes of Good Practice

Students are educated to practise dramatherapy to a standard meeting the criteria of the HPC and BADth, and in accordance with the HPC Standards of Conduct, Performance and Ethics and BADth ethical framework and Code of Practice. Copies of these documents are included the Student Programme Handbook.

The Student Resource Book also provides students with Programme Contracts for Training Group, Personal Development Group and Clinical Supervision. Students will be introduced to these codes of good practice as part of the induction process.

Meetings:

Course Committee Meetings: This committee comprises all members of the dramatherapy core staff team and a student representative. The aim of this committee, which meets a minimum of twice a year, is to facilitate discussion on issues related to teaching, learning and assessment, to forward planning, action and review. Standard agenda items are learning and teaching matters; marketing and recruitment; scheduling arrangements for both classes and assessments; external examiner's report; student evaluation of individual modules and the programme; national and international developments; student progress. Appropriately, 'Reserved Business', including student progress, will be discussed after the student representative has left the meeting.

Membership of the Course Committee is as follows:

- Course Leader
- All members of the Dramatherapy Core Staff Team
- University of Worcester Link Tutor
- 2 Student representatives
- Administrator/student liaison officer

Core Staff Team meetings: Whilst the Course Committee Meetings provide a formal framework for monitoring and review, the dramatherapy core staff team meets, informally, far

more frequently. Staff work together to assure good team practice and to sustain synthesis in the education experience for students. Any action agreed at these meetings will be brought to and monitored through the Course Committee Meetings. Staff are encouraged to attend a weekly meeting, which takes place through the lunchtime on each Thursday of the term. These act as support group sessions and provide a forum for the dissemination of information and discussion. In addition, academic planning meetings are called prior to the beginning and at end of each academic year and the tradition of coming together, at least twice a year, for working suppers will continue. Frank, supportive and open discussion is encouraged. Additional Core Staff Team meetings may be requested through the Course Leader.

Feedback from students is considered essential to evaluating and improving standards of education and learning. In order to gain comprehensive and thorough feedback from each individual student on the quality of his/her education experience, a range of procedures are built into the programme:

- *Student/Staff Liaison Committee (SLCC)*: All students are expected to attend these sessions, which will take place once in each term, chaired by the Course Leader. A record of these meetings is distributed to staff and the student representative. Action points are monitored at the subsequent SSLC meeting and a summary of points identified will be reported to the Course Committee. The SSLC encourages discussion on strengths and issues relating to all aspects of the education experience.
- *Course Committee* : The student group will appoint a student representative to the Course Committee. It is the responsibility of this student to report to the Committee, on behalf of his/her peer group, on *student evaluation and feedback*.
- *Individual Written Course Review Questionnaires*: Questionnaires, focusing on the overall education experience and each separate module, are be distributed by the Course Leader at the end of each year of the programme. Issues raised are addressed in Core Staff Team and Course Committee Meetings. Action is monitored through subsequent Course Committee Meetings.
- *University of Worcester module reviews*: Students will be requested to complete UW module review electronically, at the end of each academic year

The staff team acts promptly in responding to student need and in remedying any deficiencies. Feedback is given to students at the earliest opportunity. During the induction period, students are made aware of how they may get in touch with members of the core staff team between training days.

The Iron Mill Institute operates strictly in accordance with the University of Worcester regulations as described in Framework for the Management of Quality Assurance and Enhancement:

www.worcester.ac.uk/aqu/documents/QAE-Framework-FINAL.doc

Course Consultant and Supervisor

The staff are privileged to have the founder of dramatherapy training in Devon, Dr Dorothy Langley, as programme consultant to the staff team.

The programme consultant offers an objective perspective on issues arising from the programme, acting as mentor to the staff team, facilitating staff group sessions and providing personal guidance as required.

From her experiences as an academic, educationalist, clinician and supervisor, assessor for the HPC and executive officer for BADth, she brings to this role wisdom and a wealth of

knowledge in the field.

20 Regulation of assessment (PGT)

Students are assessed by a carefully constructed combination of course assignments, which draw on a variety of assessment modes.

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see Postgraduate Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

The following awards will be available to students who meet the following requirements:

| <i>Award</i> | <i>Requirement</i> |
|---|---|
| Postgraduate Certificate in Dramatherapy Studies (PGCert) | 60 credits at Level M |
| Postgraduate Diploma in Dramatherapy Studies (PGDip) | 120 credits at Level M |
| Master of Arts in Dramatherapy | 180 credits at Level M, including an Advanced Independent Study |

The awards of PG Cert, PG Dip or Masters are made with Pass, Merit or Distinction.

Examination Boards review and confirm results for modules, and considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate. All marks are provisional until ratified by the Examination Board.

Students are required to gain a minimum pass mark of 50% in each of modules DRTH4001, DRTH4002 and DRTH4003, which comprise the Postgraduate Certificate in Dramatherapy Studies, and at least the minimum attendance requirement of 80%, or to have gained an equivalent education and credits acceptable to the School of Dramatherapy, before progressing to modules DRTH4004, DRTH4005, DRTH4006 (120 credits in total). Only when students have successfully completed all modules, including the attendance requirement, for the Postgraduate Diploma in Dramatherapy Studies may they register for the final Advanced Dramatherapy Project module, DRTH4007.

The MA in Dramatherapy will be awarded only when a student has gained 180 credits at level M on the programme and has completed satisfactorily all course requirements relating to personal therapy and clinical practice hours (*See Figure 2, Section 15, Award Map*).

The University requires Departments and/or course teams to have a formally stated policy for internal and external verification and moderation of marking which meets the requirements of the institutional Assessment Policy. The Iron Mill Institute adheres strictly to this policy.

<http://www.worcester.ac.uk/registryservices/649.htm>

Additionally, the programme has been devised in accordance with the following University of Worcester Academic Regulations and Procedures:

- Postgraduate Regulatory Framework

Assignments are assessed in accordance with the University of Worcester: 'Generic Masters Grade Descriptors'. Assessment guidelines for written assignments, spoken presentations, artistic and clinical practice are detailed in the Student Resource Book.

Ability to practice is assessed in several ways, within the module assessments:

- assessment of peer practice, by tutors, on study days
- assessment of practice within a case study & other written assignments
- assessment of the ability to use clinical supervision effectively
- assessment of written records of clinical placement practice
- assessment of clinical practice

Assessment criteria for the education of students to practise dramatherapy to a standard meeting the Standards of Education and Training and Arts therapies, Standards of Proficiency of the Health Professions Council (HPC), and in accordance with the HPC Standards of Conduct, Performance and Ethics and the BADth Code of Practice, are detailed in the Student Resource Book.

Failure to satisfy the academic, practical or attendance requirements:

In cases where a student's work is failing to satisfy the academic, practical or attendance requirement (80%) of the programme, or a student is not making adequate progress, the module leader will report in the first instance to staff colleagues at a Core Staff Team Meeting and subsequently during Reserved Business at the next Course Committee Meeting.

In order to address evident weaknesses, the student is supported through tutorials. A written tutorial record of concerns and agreed action points is then placed on the student's personal

file. In instances where the tutorial action plan is disregarded or improvement is not apparent, the Course Leader will follow the formal stages of the University of Worcester mechanisms for dealing with unsatisfactory progress in an appropriate and timely fashion.

Fitness to Practise Procedures can be found on: <http://www.worcester.ac.uk/aqu/668.htm>

Complaints and appeals in the first instance are taken to the Course Leader, who in turn discusses them, at an early date, at a meeting of the core staff team and appropriate action taken.

All formal complaints and all appeals against the decisions of the Board of Examiners must adhere to the Procedures approved by the Academic Board, as published in the University of Worcester's Academic Regulations. These are available through your SOLE page.

21 Indicators of quality and standards

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

The quality of the programme will be further evidenced on attainment of accreditation and approval by HPC and maintained through the HPC annual monitoring procedures. The consistently high standards sustained by the Exeter-based staff team are recognised nationally, through BADth and internationally through ECArTE, and through the professional achievements of individual members of staff in the field of arts therapy.

22 Career Opportunities & Links with Employers

Postgraduates completing this Masters programme will be well-equipped to communicate effectively, to think analytically and creatively and to undertake careers across the field of dramatherapy. The programme prepares graduates to practise dramatherapy to a standard meeting the Standards of Education and Training and Arts therapies, Standards of Proficiency of the Health Professions Council (HPC), and in accordance with the HPC Standards of Conduct, Performance and Ethics and BADth Code of Practice. Students who successfully complete the MA in Dramatherapy are eligible to apply for registration as dramatherapists with the HPC and full membership of BADth.

Students are equipped to work as proactive innovators in the forefront of their field, either as individuals working independently or as members of professional teams or agencies. The programme educates individuals to practise within a whole range of settings, including hospitals, clinics, schools, colleges, hospices, residential care homes, prisons, theatre, community settings and private practice.

The staff team is very well represented on key national and international professional arts therapy panels and committees:

- BADth Trainers' Sub-Committee (1980's to present)
- HPC, External Assessor, Arts Therapies Board, Education and Training - education programme approval processes (2000 +)
- University membership of ECArTE (1993 to present)
- ECArTE Executive Board (1995 to present)
- Board of Directors: ECArTE international conferences (1997 to present)
- Dramatherapy South West management committee (1990s to present)

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- University of Worcester website
- Iron Mill Institute website
- BADth website
- Dramatherapy South West website
- European Consortium for Arts Therapies Education (ECArTE) website and the ECArTE European Directory of Training Courses
- University of Worcester, Iron Mill Institute prospectuses and information leaflet
- The Student Course Handbook
- The Student Resource Book

Award Map (Level 7): PG Certificate; PG Diploma; Master of Arts

| Module Code | Module Title | Credits (Number) | Status Mandatory (M) or Optional (O) | Pre-requisites (Code of Module required) |
|--------------------|--------------------------------------|-------------------------|---|--|
| DRTH 4001 | The Practice of Dramatherapy | 20 | M | None |
| DRTH 4002 | Theories and Models for Dramatherapy | 20 | M | None |
| DRTH 4003 | Creative Skills Development | 20 | M | None |
| DRTH 4004 | Advanced Dramatherapy Practice | 20 | M | DRTH4001 DRTH4002 DRTH4003 |
| DRTH 4005 | Advanced Dramatherapy Theory | 20 | M | DRTH4001 DRTH4002 DRTH4003 |
| DRTH 4006 | Dramatherapy Clinical Practice | 20 | M | DRTH4001 DRTH4002 DRTH4003 |
| DRTH 4007 | Advanced Dramatherapy Project | 60 | M | DRTH4001 DRTH4002 DRTH4003 DRTH4004 DRTH4005 DRTH4006 |

PG Certificate Requirements

Students completing the Postgraduate Certificate must take the three Mandatory modules, i.e. DRTH4001, DRTH4002 and DRTH4003. Students must successfully complete 60 credits in total.

PG Diploma Requirements

Students completing the Postgraduate Diploma must take the six Mandatory modules, i.e. DRTH4001, DRTH4002, DRTH4003, DRTH4004, DRTH4005 and DRTH4006. Students must successfully complete 120 credits in total.

MA Requirements

Students completing the Masters award must take the equivalent of nine Mandatory modules, i.e. DRTH4001, DRTH4002, DRTH4003, DRTH4004, DRTH4005, DRTH4006 and DRTH4007. Students must successfully complete 180 credits in total, and all BADth and University of Worcester additional course requirements relating to personal therapy and clinical practice – (a minimum of 100 hours of clinical practice and a minimum of 72 sessions of personal therapy) – .