

Health Professionals Council
Department of Education and Policy

Visitors' Report

Name of Education Provider	Queen Margaret University College, Edinburgh
Name and titles of Programme(s)	MSc Art Therapy
Date of event	8/9 February 2005
Proposed date of approval to commence	asap
Name of HPC Visitors attending (including member type and professional area)	Ms Sue Strand, Art Therapist Mrs Dorothy Langley, Drama Therapist
HPC Executive Officer(s) (in attendance)	Fiona Nixon, Director of Education & Policy Professor Tony Hazell, Lay Visitor (observing)
Joint panel members in attendance (name and delegation):	Lynn Bains (Convener), Senior Lecturer, Drama and Performance, School of Drama and Creative Industries Dr Shona Cameron, Lecturer, Nursing, School of Health Sciences Dr Mark Gillham, Senior Lecturer, Media, Communication and Sociology, School of Social Sciences, Media and Communication Ann Turner, Senior Lecturer, Media, Communication and Sociology, School of Social Sciences, Media and Communication Diana Allan, Head of International Study Centre

Scope of visit (*please tick*)

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>

Part 1.

1.1 Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	x	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	x	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Confirmation of facilities inspected

	yes	No
Library learning centre	x	<input type="checkbox"/>
IT facilities	x	<input type="checkbox"/>
Specialist teaching accommodation	x	<input type="checkbox"/>

1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	yes	No	n/a
1.	<input type="checkbox"/>	<input type="checkbox"/>	x
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proposed student cohort intake number please state	25
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ALL CONDITIONS MET: PROGRAMME APPROVED

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

CONDITIONS

Condition 1:

SET 2 Programme admissions

The admission procedures must;

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

Condition: To produce an additional document that provides a clear outline picture of the new programme, with specific details of the learning methods to be used, and an explicit learning pathway across the two years of the programme, that will demonstrate the relationship between the different components. This needs to be added to the student handbook.

Reason: The Visitors felt that greater clarification was needed in this area.

Condition 2:

SET 5. Practice placements standards

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

5.7.1 the learning outcomes to be achieved;

Condition: To develop a clear, documented statement regarding the particular contribution of the placement and the placement supervisor to the achievement of the programme's learning outcomes. (In working to satisfy this condition, it is recommended that the programme team take advantage of the relevant expertise within the other health professional teams at QMUC).

Reason: As a result of discussions with current placement supervisors, it was felt by the Visitors that this was necessary to clarify the responsibilities of all placement supervisors.

Deadline for Conditions to be met:

Recommendations

Recommendation 1:

SET 3. Programme management and resource standards

3.7 The resources to support student learning in all settings must be used effectively.

3.10 A system of academic and pastoral student support must be in place.

Recommendation: We recommend that consideration be given to reducing the size of the in-college supervision groups, possibly through the use of appropriately trained and experienced visiting lecturers.

Reason: From the meeting with current and past students, there was a concern that more time was required for students to get the individual support they needed, within the supervision group.

Recommendation 2:

SET 3. Programme management and resource standards

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Recommendation: Whilst acknowledging the discussions that are currently going on regarding facilities within the new campus, we strongly recommend that appropriate, dedicated storage space be made available to meet the specific learning requirements of art therapy students.

Reason: Storage space is an essential pre-requisite of art therapy training, allowing work in progress to be accessed, as well as the materials which are required for teaching sessions.

Recommendation 3:

SET 5. Practice placements standards.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Recommendation: We commend the development and introduction of the online training programme for supervisors. However, we recommend that more work be undertaken in preparing placement supervisors for the particular roles and responsibilities of a supervisor, and that consideration be given to incorporating a specific induction day at the beginning of each placement period, to address the differential needs of those supervisors who are qualified art therapists, and those who are not.

Reason: The Visitors felt, from hearing student feedback and listening to placement supervisors, that greater clarification about the role of supervisor was needed – especially for those supervisors who were not qualified art therapists.

Positive Comments

The Visitors were impressed by the comprehensive cross-referencing to a number of external reference points and observed that the overall documentation was very well presented.

The Visitors felt that it was very positive that the programme team always acted on feedback – particularly with regard to the new programme. This was evident from the meetings with both the students and the placement educators.

The Visitors commended the positive attitude of the programme team, commenting on how the programme demonstrated a closely thought out and thorough approach with excellent team working.

ALL CONDITIONS MET: PROGRAMME APPROVED

Ms Sue Strand
Mrs Dorothy Langley
1 March 2005