

POSTGRADUATE PROGRAMME SPECIFICATION

MA IN INTEGRATIVE ARTS PSYCHOTHERAPY

This programme is only offered at The Institute for Arts in Therapy & Education (IATE)

Final award	<i>MA</i>
Intermediate awards available	<i>Post- Graduate Certificate in Counselling Using the Arts Post- Graduate Diploma in Counselling using the Arts These awards do not lead to recognition by the professional bodies UKCP or HCPC</i>
Mode of delivery	<i>On campus at IATE</i>
Details of professional body accreditation	<i>Leading to a HCPC and UKCP registered professional qualification</i>
Relevant QAA Benchmark statements	<i>N/A</i>
Date specification last updated	<i>August 2013</i>

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery

The summary - Programme advertising leaflet

Programme content

The MA in Integrative Arts Psychotherapy (IAP) is a three-year, part-time programme. Students who complete the first year, obtaining 60 credits and satisfactorily completing Professional Practice Placement 1 are awarded a *Post-Graduate Certificate in Counselling using the Arts* (this is not a professional qualification in art therapy). Students who complete the first two years, obtaining 120 credits and satisfactorily complete Professional Practice Placement 1 & 2 are awarded a *Post-Graduate Diploma in Counselling using the Arts* (this is not a professional qualification in art therapy). Students who complete all three years of the training, obtaining 180 credits and satisfactorily completing Placements 1, 2 & 3 are awarded an *MA in Integrative Arts Psychotherapy*, which leads to a professional qualification in art therapy.

On completion of the MA, graduates are eligible to apply for registration with *The Health and Care Professions Council* (HCPC) and may then use the protected title 'Art Therapist' and 'Art Psychotherapist'. When a graduate has completed 450 hours of clinical practice, 20-days on an observational mental health placement and an additional assessment procedure, they are eligible to apply for *United Kingdom Council for Psychotherapy* (UKCP) registration as a psychotherapist.

From 2016 the MA in IAP will also run at the weekends – after the first year students can either transfer to Year Two, attending on Mondays, or take an exit award – *the Post-Graduate Certificate in Counselling using the Arts*- and register with the BACP once they have accrued 100 client hours. The weekend route of the MA will start with a 5 day block teaching session early August to allow for placements to be set up and the completion of a 6 month contract with clients.

MA IAP at UEL

The MA in IAP explores the fundamental interconnection between the artistic process and psychotherapy in terms of their mutual concern with in-depth communication of emotional experience, transformation and change. The training focuses on the three way process between psychotherapist, client and arts media. Through workshops, practice sessions and on clinical placement, students explore how to facilitate the richest possible relational and imaginal discourse between therapist and client. A thorough grounding is provided in various theoretical models and schools of thought and students aim to adapt their approach to meet the needs of each client, paying careful attention to risk and mindful of the setting in which they are working. Over the course of the training, students gain the skills and experience to be able to encourage the development of individuals, their relationship to others and to society. They rely upon relationship-based, dialogical and experiential methods to facilitate the integration of affective, cognitive, behavioural, physiological and transpersonal dimensions of the individual. Theory is underpinned by the latest research into human development, neurobiology and clinical outcomes. Although a range of arts modalities are utilized on the training, there is an emphasis on the visual arts in the assessments that take place throughout the training and students must evidence their skills in using the visual arts in clinical practice, in self-supervision and in their own art practice.

Entry requirements

Access to the *MA in Integrative Arts Psychotherapy* requires students to demonstrate the following:

1. A first degree from a British university or its equivalent, a qualification in a helping profession or in education, or a minimum of five years' professional experience in therapy or a related field with the proven academic ability to work at Masters level standard. IATE have a widening access policy in line with the University. ACL and AEL are considered in line with UEL's Academic Regulations.
2. The *PG Certificate: The Therapeutic Arts*, from The Institute, or an equivalent qualification from an alternative, recognised psychotherapy training college. All items of assessment must be successfully completed before commencing Year One of the MA in order to be eligible to be awarded the PG Certificate
3. The completion of at least one year's in-depth personal psychotherapy.
4. At interview on Taster Day students will be assessed for the following capacities and abilities:
 - The ability to be self-aware, open to contact and emotionally undefended.
 - The ability to create both mental and artistic images.
 - Good communication and interpersonal skills and capacity to work well in groups.
 - Sound emotional literacy skills.
 - Emotional robustness.
 - A good ability to play.
 - A good level of contact with other people.
 - An accepting and compassionate, as opposed to judgmental, attitude towards other people.
 - A positive, rather than frightened or inhibited relationship to the Arts.
 - The ability to support themselves when working with negative or aggressive feedback from others. This means that the trainee would not become defensive in the face of criticism, and would be able to maintain an empathic thinking stance.
 - The ability to maintain or quickly regain their thinking function, as opposed to becoming overwhelmed by or confluent with another's feelings.
 - The intellectual capacity to inquire critically into psychotherapeutic theory and practice with academic rigour.
 - Enhanced Disclosure and Barring Service (DBS) checks (previously CRB checks).
 - Potential for an empathetic and holding therapeutic presence.
 - Capacity to remain stable under stress.
 - Capacity to self-regulate.

Students that apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

UEL's English Language requirements as detailed on the website at time of application must be met – see <http://www.uel.ac.uk/international/application/english-language-requirements/>

IELTS 6.5 (or equivalent) is required for applicants whose first language is not English.

Application Process

- a) Written application.
- b) Attendance at one of The Institute's Taster Days that includes an interview. (If a student was previously on the *PG Certificate: The Therapeutic Arts*, attendance at a Taster Day is not necessary however the student may be required to attend an interview).
- c) Trainees who have not completed the PG Certificate and seek direct entry will be required to present a written transcript of a session with a client, and demonstrate an ability to discuss its content, with particular reference to their own interventions and how these were therapeutic.

- d) A satisfactory recommendation from tutors:

Although some trainees will have qualified from the PG Certificate and also have the required academic qualifications for the Masters Degree, this will not necessarily lead to acceptance onto the programme. Students need to be considered 'suitable for practice' so progression is not automatic. This is because some of the skills required to be a psychotherapist are over and above those required to successfully pass the PG Certificate.

If any student is not accepted for the MA, we offer a tutorial with the Dean and written feedback about what areas could be worked on before submitting a potential future application, e.g. more personal work in psychotherapy, or more work experience in professional settings.

References are taken up for all students who apply to study on the Masters programmes

- Details of a student's referees (one employment and one academic reference) are requested when a student makes an application to enrol on the Masters Programme.
- This application must be submitted to the administration office.
- References are then requested by the Academic Officer.

Upon receiving satisfactory references, all applications are considered by Admissions in line with UEL policy and procedures.

Programme structure

All IATE programmes demonstrate a commitment to experiential learning. The MA in IAP is taught using three modules. Each module is 60 credits and is taught over one academic year. The modules contain both theoretical and practical components to ensure an ongoing interaction between knowledge and experience, allowing a thorough developmental synthesis throughout the duration of training.

ASSESSMENT DIAGRAM

Module		
YEAR 1	YEAR 2	YEAR 3
1	2	3
<ul style="list-style-type: none"> • Essay 1 • Arts Presentation • Live Facilitation Skills Assessment • Group Process Learning Journal 	<ul style="list-style-type: none"> • Transcript • Case Presentation • Essay 2 	<ul style="list-style-type: none"> • Dissertation/ • Research Module
60	60	60

Learning environment

- Lectures, seminars, experiential workshops and discussion groups.
- Self, peer and staff appraisal, including the interpersonal relationship of support and challenge.
- Facilitation techniques practised in dyads and triads, linking personal exploration of imagery and creative expression with communication and objective analysis of the process.
- Supervised development of therapy skills and self-supervision practice through role-play in small groups.
- Research opportunities.
- Group process.
- Case material and clinical examples provided by staff.
- Research Forums – Student presentations and debates in preparation for the essay.
- Supervised facilitation and self-supervision practice through role play in small groups (The supervision will be self, peer and staff).
- Rehearsal processes supervised by both staff and peers.
- Required attendance at least one theatre, films, galleries, art and dance events/venue.
- Personal Learning Journals.
- Academic supervision of student dissertations.
- Self, peer and staff appraisal, including interpersonal relationship of support and challenge. Facilitation techniques linking personal exploration of imagery and creative expression with objective analysis.

Assessment

Evaluation of the academic learning outcomes is via summative assessment. In addition to completing the assessments listed below, as the MA in IAP programme leads directly to a professional qualification and the right to practise under a protected title, there are also suitability procedures that ensure that a student is considered fit to be admitted to and practise as an 'art therapist'/'art psychotherapist'.

- All written assessments, see assessments with an asterix below, are either double-marked, or marked and moderated; all live assessment days for example the Arts Presentation or Facilitation Skills are conducted by two assessors.
- The external examiner sees a sample of assessments.
- All trainees must adhere to the IATE Codes of Ethics, Conduct and Practice. If a serious breach of ethics comes to light in any assessment the student will automatically fail the assessment, regardless of the marking criteria outlined on the marking sheet.

Students with disabilities and/or particular learning needs are asked to complete a Learning Agreement with the Academic Officer to ensure they are able to fully engage with all assessments within the programme.

Assessment	Credits	Year	Module
Essay 1	60	1	1
*Arts Presentation			
*Live Facilitation Skills			
Group Process Learning Journal			
Transcript	60	2	2
*Case Presentation			
Essay 2			
Dissertation/Research Module	60	3	3
*Practicum: Readiness to Practice	Pass/fail		

Relevance to work/profession

Students will work with clients on practice placements in suitable partner organisations on each year of the training. The student placement is a key part of the learning experience and as such, constitutes a partnership between the programme and the placement organisation that enables students to develop the skills and ability to practise safely and effectively. Placements also help students to become familiar with the sector in which they will practice once qualified.

After completing the preparation for placement teaching/ workshops, first year students are assigned a 6-month placement, starting in January. Second students use the 'Practice Placement List', with the support of the Placement Coordinator, to set up a placement that runs for the full academic year. Third year students will independently set up a placement that runs for the full academic year.

Placement requirements differ according to the student's year of study:

- **Year One Clinical Placements:** assigned placements seeing at least TWO individual clients for 6 months. Starting in January, a minimum of half a day per week is spent on placement on Tues, Weds, Thurs or Fri.
- **Year Two and Three Placements:** using the Placement List students set up their placement, which will run from October to June. The placement must allow them to have a minimum of between two and four client contact hours per week on Tues, Weds, Thurs or Fri.

Students may attend individual, or group supervision. We suggest that students experience both over the course of the training, as each offer benefits and challenges that will enrich the student's learning experience and inform their IAP practice with individual clients and groups.

Reports completed by the clinical supervisor and placement manager will be considered at the end of each academic year to ensure that the student has satisfactorily completed the practice placement and that their clinical work and professional conduct are 'suitable' for the practice of IAP. These reports will form part of the students' practice portfolio.

Mental Health Placement: A 20-day Mental Health Familiarisation Placement (usually completed in the second or third year). Placements must be set up and attendance in the organization started, before the Readiness to Practice Practicum is taken. A report on the learning outcomes achieved must be included in Practice Portfolio for this assessment.

Professional Practice Placement Learning Outcomes

Upon completion of the clinical training placements, the student will have experience of the following at a developing level of professional competence:

1. working in a professional and ethical manner;
2. safe and effective clinical practice;
3. good communication skills;
4. competence in making decisions
5. keeping accurate and coherent records;
6. working well as part of a multidisciplinary team;
7. respecting equal opportunities, inclusivity and anti-discriminatory practice.

Dissertation/project work

The dissertation takes place in Year 3.

A case study is integral to the dissertation and requires that students write an in depth summary and analysis of their work with a client over a period of at least six months (one session per week minimum).

The clinical work should be taken from the candidate's main field of clinical practice, revealing evidence of an Integrative approach to the arts and psychotherapeutic perspectives. It must reveal evidence of working with the imagination through a range of expressive media and include reference to the physiological, cognitive, affective, behavioural and spiritual aspects of Integrative Arts psychotherapy in action. Students are required to evidence their core competencies in working in interdisciplinary teams. It must also reveal evidence of critical inquiry, rigour and evaluation.

Added value

Credits from this programme can be used to transfer onto a non-clinical training. Graduates may apply for registration with the UKCP once they have completed 450 client hours.

Your future career

On completion of the MA in Integrative Arts Psychotherapy, students will be eligible to apply to use the title 'Art therapist' and 'Art Psychotherapist' (HCPC registered). Students may apply for UKCP registration as an Integrative Arts Psychotherapist when they have fulfilled the specific UKCP eligibility criteria.

How we support you

Each student is allocated a personal tutor who they will arrange to meet in each semester of the first two years of the training. The role of the tutor is to monitor the effectiveness of the student's learning and provide feedback, encouragement and support, and also any necessary remedial action.

Students can also approach the Programme Director for advice. S/he will be able to arrange additional tutorials for students who seem to be falling behind and will also offer advice and encouragement.

The Academic Officer for the programme can be approached to arrange meetings, pass on emails or to provide any additional support that may be required.

Academic support is also offered to the students and additional learning support is in place for students with a statement of specific learning difficulties.

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Work professionally and ethically as an Integrative Arts Psychotherapist in a variety of health, education, social services and private sector contexts.
- Develop an in-depth understanding of the role of the arts in the psychological health of the individual and society.
- Integrate theoretical concepts with practical skills leading to effective application of core competencies in clinical practice.
- Assess and diagnose a range of presenting issues and respond therapeutically to the needs of different clients.

What will you learn?

Knowledge

1. Acquire a thorough knowledge and understanding of codes of conduct, professional and ethical practice.
2. Attain an in-depth understanding of the role of the therapeutic relationship in clinical practice.
3. Be aware of a range of different definitions and key concepts of mental illness and mental health.
4. Acquire a thorough knowledge and understanding of human development.
5. Understand clearly the relationship between creative processes and psychological development.

Thinking skills

1. Apply intellectual skills and critical faculties in analysing, evaluating, debating and communicating about relevant concepts, ideas and theories from the fields of the arts and psychotherapy.
2. Review relevant literature and be informed about a range of different approaches to psychotherapy.
3. Awareness of the role of the imagination in creative and psychological processes within the contexts of psychotherapy and society.
4. The observational, diagnostic and appraisal skills necessary for effective clinical practice.
5. Study skills appropriate to a Masters degree level in acquiring insight into and awareness of the diversity of perspectives that exist within the fields of psychotherapy and the arts.

Subject-Based Practical skills

1. Core competencies for effective facilitation and self-supervision technique in the practice of Integrative Arts Psychotherapy.
2. Creative, imaginative and innovative expertise in a variety of creative and expressive media and receptiveness to the unconscious through the language of image, symbol and metaphor.
3. Appropriate assessment, treatment and appraisal skills including the analysis of transference and counter transference phenomena.
4. Organisation, communication and presentation skills relevant for clinical report writing and case presentations.

5. Conscious awareness of individual, personal and collective group processes where necessary to ensure a high quality of interpersonal skills required for interdisciplinary teamwork.

Skills for life and work (general skills)

1. Verbal communication, interpersonal and presentation skills.
2. Research skills and report writing. Critical inquiry, reflection and analysis.
3. Commitment to equal opportunities and anti-discriminatory practise.
4. Perceptiveness, intelligence and ability to think and articulate clearly.
5. Maintaining good professional relationships with clients, colleagues and management.
6. Respect for difference and pluralism in attitudes, values, philosophy and approach.
7. Administrative, organisational and time management skills.
8. Capacity to translate ethical principle into practice.

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 equivalent in standard to the third year of a full-time undergraduate degree programme
- M equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 180 credits at M level.

Module 1	Fundamentals in the Theory and Practice of Integrative Arts Psychotherapy/ Professional Practice 1 60 credits
Module 2	Advanced Skills in Integrative Arts Psychotherapy/ Professional Practice Placement 2 60 credits
Module 3	Practitioner Research Methods and Dissertation/ Professional Practice Placement 3 60 credits

Typical duration

The duration of this programme is 3 academic years part-time, enrolling in September.

How the teaching year is divided

The teaching year is divided into two semesters of roughly equal length. The teaching year begins in September and ends in July. A typical student registered in a part-time attendance mode will study one module per semester. Final assessments take place in the summer term.

What you will study when

Level	UEL Module Code	Available by distance learning (Y/N)	Module	Module Title	Credits	Year	Status
M		N	1	Fundamentals in the Theory and Practice of Integrative Arts Psychotherapy; Professional Practice Placement 1	60	1	CORE
M		N	2	Advanced Skills in Integrative Arts Psychotherapy; Professional Practice Placement 2	60	2	CORE
M		N	3	Practitioner Research Methods and Dissertation; Professional Practice Placement 3	60	3	CORE

Requirements for gaining an award

In order to gain a Post-Graduate Certificate in Counselling using the Arts, you will need to obtain 60 credits at Level M and satisfactorily complete Professional Practice Placement 1 (this is not a professional qualification in art therapy).

In order to gain a Post-Graduate Diploma in Counselling using the Arts, you will need to obtain 120 credits at Level M and satisfactorily complete Professional Practice Placement 2 (this is not a professional qualification in art therapy).

In order to obtain a MA in Integrative Arts Psychotherapy, which leads to a professional qualification in art therapy, you will need to obtain 180 credits at Level M and satisfactorily complete Professional Practice Placement 3. These credits will include a 60 credit level M core module of advanced independent research.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification.

70% - 100%	Distinction
60%- 69%	Merit
50% - 59%	Pass
0% - 49%	Not passed

Further information

All sessions have compulsory attendance. UKCP regulations allow for only two days to be missed over the year. Any additional days must be attended and paid for the following year. Students with extenuating circumstances may be exempt from attending.

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Knowledge-based activities with feedback
- Analysis of case material
- Direct contact with the teaching team, lecturing staff and other students including lectures, seminars, experiential workshops and group discussions.
- Supervised clinical practice in placements
- Mental Health Familiarisation Placement (in relevant psychiatric context).

Thinking skills are developed through

- Personal learning journals
- Supervised clinical practice in placements
- Direct contact with the teaching team, lecturing staff and other students including lectures, seminars, workshops and group debates and discussions.
- Student-researched presentations and research forums on the work of both artists and theoreticians.
- Critical Review assessment
- Staff, peer and self-supervised role-play and facilitation practice.
- Tutorials and academic supervision of dissertations.

Practical skills are developed through

- Student researched presentations and research forums on the work of psychologists, clinicians and artists.
- Supervised clinical practice.
- Staff, peer and self-supervised role-play and facilitation practice.
- Self, peer and staff appraisal in groups at the end of each term.
- Rehearsal and preparations during performance arts projects.
- Individual personal psychotherapy, which is a UKCP and HCPC requirement (one hourly session for the duration of the training with an experienced UKCP or HCPC registered psychotherapist, who works in ways that are in line with the philosophy and content of the training).
- Group process (regular sessions of an hour and a half during term time; student directed and staff facilitated).

Skills for life and work (general skills) are developed through

- Supervised clinical practice in student placements.
- Mental Health Familiarisation Placement (20 days in relevant psychiatric context).
- Reflective learning journals
- Staff, peer and self-supervised role-play and facilitation practice
- Tutorials and academic supervision of dissertations.
- Self, peer and staff appraisal in groups at the end of each term
- Student researched presentations and research forums on the work of psychologists, clinicians and artists.
- Individual personal psychotherapy, which is a UKCP and HCPC requirement (one hourly session for the duration of the training with an experienced UKCP or HCPC registered psychotherapist, who works in ways that are in line with the philosophy and content of the training).
- Group process (regular sessions of an hour and a half during term time; student directed and staff facilitated).

Assessment

Knowledge is assessed by

- Case presentation
- Critical review assessment
- Essays, written transcripts and evaluations
- Clinical supervisor's report for submission during final examination and registration processes
- Confirmation of attendance report from Mental Health Placement
- Readiness to Practice Evaluation
- Dissertation including case study

Thinking skills are assessed by

Students are assessed through a variety of methods including:

- Case presentations
- Essays
- Written transcripts and evaluations
- Readiness to Practice Evaluation
- Dissertation including case study

Practical skills are assessed by

- Arts Performances and verbal analytic presentation.
- Case presentations.
- Written transcript and evaluation.
- Facilitation and Viva.
- Readiness to Practice Evaluation
- Clinical supervisors report for submission during final examination and registration processes.
- Confirmation of attendance report from Individual Psychotherapist (not assessed for the reasons of privacy and confidentiality).
- IATE Group Process attendance requirement (not assessed for the reasons of privacy and confidentiality).

Skills for life and work (general skills) are assessed by a range of written and live assessments. All items of assessment throughout the programme are designed to facilitate the development of transferable skills. These include the following in order of appearance:

Year One

Essay

Arts Presentation

Live Facilitation Skills & Self-Supervision

Group Process Learning Journal

Personal Learning Journal

Practice Portfolio

Year Two

Transcript

Essay

Case Presentation

Mental Health Familiarization Placement Report

Practice Portfolio

Year Three

Dissertation/ Case Study

Practice Portfolio

Practicum: Readiness to Practice Evaluation

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval, which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.
- University annual monitoring
- University revalidation
- UKCP Revalidation, every 5 years
- Annual monitoring of the HCPC

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process, which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process

and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (UELPlus / Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/qa/CurrentExternalExaminers.htm>

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

List the methods that you use e.g.

- Module evaluations in the form of feedback sheets
- Student representation at the Academic Board 3 times a year
- Programme committee meetings 3 times a year

Students are notified of the action taken through:

- Circulating the minutes of the Academic Board meeting via email
- Circulating the minutes of the Programme Committee via email
- Individual responses to students as required

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

List the methods that you use

- Questionnaires to former students
- Annual student satisfaction questionnaire
- Programme committee

Where you can find further information

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The student handbook
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- IATE web site (<http://www.artspsychotherapy.org>)
- Conferences and CPD (<http://www.childmentalhealthcentre.org>)