Programme Specification

MA DRAMATHERAPY

Valid from: SEPTEMBER 2015
Programme Code: MB9AD
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SECTION ONE: GENERAL INFORMATION

1.1 Programme Title: MA Dramatherapy

1.2 Award title and Interim Awards

Master of Arts in Dramatherapy
Post Graduate Certificate in Drama as Healing
Post Graduate Diploma in Drama as Healing

1.3 Mode of study

Full Time

1.4 Programme start date/review date

Start Date: September 2012
Period of Validation: Indefinite

1.5 Awarding Institution

University of Derby

1.6 College Managing the Programme

College of Health and Social Care.

1.7 Institution Delivering the Programme

University of Derby

1.8 External Subject Benchmark

HPC Standards of Education and Training (2009)
HPC Standards of Proficiency (2007)
QAA Subject Benchmark for Arts Therapy (2004)

1.9 External Accreditation/Recognition

The Health Profession Council (HPC) approved the programme until September 2014. Upon successful completion of the MA in Dramatherapy students are eligible to apply to the Health Professions Council (HPC) to be registered as a Dramatherapist and apply for membership of the British Association of Dramatherapists (BADth).

1.10 JACS code: B990

1.11 Programme Specification last updated: September 2014
SECTION TWO: OVERVIEW AND PROGRAMME AIMS

2.1 Overview

The MA Dramatherapy is a professional training that prepares students for a career as a Dramatherapist. On successful completion of the MA in Dramatherapy and completion of the therapy requirement students are eligible to apply for registration as a Dramatherapist with the Health Professions Council (HPC).

This programme came into existence to make Dramatherapy training available and accessible to the Midlands. Currently there are Dramatherapy courses based in the South West, two in London and one in East Anglia. Consequently the University of Derby programme is currently the only training for Dramatherapists in the midlands and north of England.

The programme holds close contacts with the British Association of Dramatherapists (BADth) through its members of staff and previous graduates of the programme, who hold senior positions as part of the executive committee.

Members of the staff team are practitioners and authors with many years of clinical experience. Team members are active in the profession at national and international level offering lectures and workshops.

The role of drama and theatrical expression to promote growth and change is central to the ethos of programme. The Independent Scholarship Module, the final part of the MA, uses the art form to conceptualise students’ research findings. This makes for a unique Dramatherapy programme in the country with the art form central in programme make up.

2.2 Programme aims

The programme aims are for successful students to be able to:

- Be eligible to apply to the Health Professions Council (HPC) for registration as a Dramatherapist
- Gain an advanced experience of clinical Dramatherapy practice
- Adapt Dramatherapy practice to a range of client needs
- Practise within the legal and ethical boundaries of Dramatherapy
- Through clinical placements, form links to the local community
- To be able to work within a range of different client groups and clinical settings and apply the practice of Dramatherapy safely and effectively
- To develop an understanding of the importance of ethics through reflective practice
- To be able to recognise the importance of evaluation within clinical interventions
- Practise in a non-discriminatory and anti-oppressive manner
- Understand the obligation to maintain fitness to practise

- Work, where appropriate, in partnership with other professionals, support staff, patients, service users, and their relatives and carers

- Demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users their relatives and carers

- Develop skills and rigour in the areas of reflective and innovative practice and research

- Contribute to an International context of Dramatherapy practice

To support students in meeting these aims, the programme will:

- Provide a positive innovative learning experience which promotes excellence, the personal, professional development of students and engenders the concept of lifelong learning

- Promote advanced practice and research so that students can critique their own practice to meet the needs of the developing practice of Dramatherapy.

SECTION THREE: PROGRAMME LEARNING OUTCOMES

3.1 Knowledge and understanding - On completion of the programme students will understand:

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

3.2 Intellectual skills - On completion of the programme students will understand:

- 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
3.3 **Practical and subject specific** - On completion of the programme students will be able to:
- Facilitate Dramatherapy sessions with different client groups
- Chose appropriate interventions
- Work professionally within multi-disciplinary teams
- Use cognitive, emotional, therapeutic and dramatic skills in relation to client need
- Use supervision to develop their Dramatherapy practice
- Function as a Dramatherapist in different settings

3.4 **Transferable skills** - On completion of the programme students will be able to:
- Recognise personal strengths and transferable skills
- Communicate effectively orally and in writing
- Manage deadlines
- Work independently and manage self
- Participate in and facilitate groups
- Use learning resources and current technology
- Be innovative and demonstrate independence of thought
- Be a reflective practitioner who recognises the interplay between personal and formal theory
- Critically evaluate existing viewpoints
- Understand principles of emotional education

**SECTION FOUR: PROGRAMME STRUCTURE**

<table>
<thead>
<tr>
<th>Autumn Semester</th>
<th>Dramatherapy Experiential Group (20)</th>
<th>Dramatherapy Practice Studio (20)</th>
<th>Arts Therapies Theory and Research in Relation to Practice One (20)</th>
<th>Dramatherapy Clinical Placement One (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>Dramatherapy Experiential Group (20)</td>
<td>Dramatherapy Studio (20)</td>
<td>Arts Therapies Theory and Research in Relation to Practice One (20)</td>
<td>Dramatherapy Clinical Placement One (20)</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>Dramatherapy Experiential Group (20)</td>
<td>Dramatherapy Studio (20)</td>
<td></td>
<td>Dramatherapy Clinical Placement One (20)</td>
</tr>
</tbody>
</table>
At phase one, there are three core modules completed each at 20 credits. You need to pass all these modules to be eligible for the PG Certificate in Drama as Healing.

In phase one you also commence the Dramatherapy Group module. This module however is not completed until the Spring Semester in phase two.

<table>
<thead>
<tr>
<th>Module title in order of completion</th>
<th>Status</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Therapies Theory and Research in Relation to Practice One</td>
<td>Core</td>
<td>20</td>
</tr>
<tr>
<td>Dramatherapy Practice Studio</td>
<td>Core</td>
<td>20</td>
</tr>
<tr>
<td>Dramatherapy Clinical Placement One</td>
<td>Core</td>
<td>20</td>
</tr>
</tbody>
</table>

At phase two, three modules are Core each at 20 credits. In order to achieve the Post Graduate Diploma in Drama as Healing all these modules must be completed (120 credits).

<table>
<thead>
<tr>
<th>Module title in order of completion</th>
<th>Status</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatherapy Experiential Group</td>
<td>Core</td>
<td>20</td>
</tr>
<tr>
<td>Arts Therapies Theory and Research in Relation to Practice Two</td>
<td>Core</td>
<td>20</td>
</tr>
<tr>
<td>Dramatherapy Clinical Placement Two</td>
<td>Core</td>
<td>20</td>
</tr>
</tbody>
</table>
At phase three, the Masters level, the Independent Scholarship is completed, which carries the weighting of three standard modules (60 credits). To be awarded the MA in Dramatherapy and be eligible to apply to be registered as a Dramatherapist with the Health Professions Council (HPC) students are required to complete all modules within the programme (180 credits). Phase three runs alongside phase two during the second year of the programme.

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<thead>
<tr>
<th>Module Title in order of completion</th>
<th>Status</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Therapies Independent Scholarship: Body of Work</td>
<td>Core</td>
<td>60</td>
</tr>
</tbody>
</table>

### 4.2 Personal Development Planning (PDP)

Personal development is considered a necessary part of the programme. Students are expected to develop a learning log of their learning experiences and reflections throughout the programme.

#### SECTION FIVE: PROGRAMME DELIVERY

### 5.1 Teaching and Learning Methods

Throughout the programme a range of teaching and learning methods will be used:

- Interactive lectures that are designed to pass on knowledge and understanding to students 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.

- Reflective practice groups that offer supervised clinical practice, providing 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 students to be reflective and responsive practitioners, while also enabling students to develop practical, cognitive and employability skills. Students are guided into the correct methodologies both for their studies and later vocational use through high quality supervision provided by the team.

- Teaching is also supported by Individual and group tutorials to promote critical reflection and discussion in small group environments.

- All modules contain elements of both directed and private study. Students are given guidance in sourcing further information within module handbooks, through lectures, tutorials and blackboard (University of Derby Online). Students are also encouraged to develop their own sources and strategies to become independent lifelong learners.
Blackboard (University of Derby Online) 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. Through blackboard, journal articles and book chapters can be accessed easily for those students who want other means for accessing learning resources.

In addition to the core tutor team, there are also visiting speakers from practice who work with students during their clinical placements. One of the most valuable resources for learning is the student group and students at other phases of the course. Learning takes place both formally in timetabled sessions and informally where course members can meet in designated study areas.

Students undertake a work based placement totalling 100 hours of contact time with clients or patients. This involves 40 client contact hours in clinical placement one in the first stage of the programme, and 60 hours in clinical placement two, in the second stage of the programme.

The main emphasis will be on preparing students to work in clinical environments and developing the professional skills necessary for this. Whilst on placement students receive managerial supervision within the placement setting and also attend a weekly reflective practice group facilitated by a Dramatherapist who is based at the University.

Teaching and learning over the course of the programme

First stage

At the beginning of the programme teaching and learning methods encourage student to develop the skills to reflect on their personal experience and how this can impact on their clinical work. Students develop skills to become more aware so they can begin to apply the skills of safe practice in their clinical placement. Emphasis is placed upon small group work, reflective journals, processing, practical skills and greater tutor direction of study. Student start to have a greater understanding of the importance of clear boundaries and the impact this has on sustaining a safe Dramatherapy practice with a range of different client needs.

Written assignments, oral presentations and practical application of Dramatherapy help students to develop skills to communicate their reflections and begin to apply theory to practice. The clinical placement module focuses on the development of a practice using a more creative expressive approach to Dramatherapy. Students begin to integrate reflective practice, theoretical principles, Dramatherapy models, safe and ethical practice within a clinical setting.

Second stage

In this phase students continue to explore and develop their experience of both inter and intra-personal skills within a group setting. In this stage students are required to have a more developed ability to critically evaluate increasingly complex inter-relationships between theory and all levels of practice. Students are expected to be able to apply an increasing wider range of theory from different perspectives that demonstrates their ability to utilise synthesis. Students are also expected to be able
to demonstrate their ability to critique the work of a range of Dramatherapy models and models from other arts therapies perspectives. In stage two students develop a stronger sense of ethical principles that inform theory and practice and be able to demonstrate the impact this has on a range of different client groups. Students are beginning to develop more independent thinking and understanding of their own philosophical stance in relation to their developing Dramatherapy practice.

The strategies employed are seminars, presentations, student-directed research and case-studies. A greater emphasis is placed on requirements for: more reading, individual research and presentation of findings, student-directed seminars/presentations and the application of theory to practice. The second placement focuses on the application of a more insight-oriented and psychotherapeutic model of practice with increasing complexity and therefore is clinically more demanding. Students will develop their Dramatherapy placement with an increasing wider range of theoretical principles to support their rationale for clinical interventions.

Third stage

At phase three students are increasingly independent learners. Contact time with tutors is less and there is a correspondingly greater requirement for students to demonstrate self-directed learning and research within the Independent Scholarship Module. There is increasing emphasis on students to develop their own unique philosophy and approach that is well developed with a range of research. Students 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.

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 Studies. Information on these principles can be found on the University web site at www.derby.ac.uk/research/ethics-and-governance/

5.2 Interprofessional teaching

The programme makes use of the inherent value of interprofessional learning (IPL) which is embedded within the programme delivery. This is manifest in shared teaching and learning with other disciplines and also in the inclusion of input into the programme from colleagues from a range of professional disciplines, including, psychology, social work, and occupational therapy. In addition to interprofessional opportunities within the University based delivery of the programme; students also work as valued members of multidisciplinary teams whilst on placement and both contribute to, and benefit from, the rich learning achieved through exploration and acknowledgement of diverse approaches to thinking and practice.

5.3 Assessment

The assessments strategies used in the different types of assessment approaches reflect the nature and skills students are required to develop as a practising Dramatherapist. Students are required in Dramatherapy practice to be able to articulate 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 students 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 feedback assessment strategy for the studio module.

Because of the practice nature of the programme, students 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.

Assessments reflect the sorts of competences required as a Dramatherapist. There are no examinations as they do not test the sorts of skills required in future work. Assessment takes place through placement practice, written assignments, oral presentations, dissertation, practical and a theatre performance known as a body of work. Assessment varies according to what is being assessed. For example, students will be required to:

- Write an article review- Stage 1
- Complete a research proposal- Stage 2
- Offer an oral case presentation- Stage 1
- Write a case study- Stage 2
- Write a dissertation- Stage 2
- Offer a performance and written critique (Body of work)- stage 3

This programme operates within the University’s Regulatory Framework and conforms with its regulations on assessment

SECTION SIX: ADMISSIONS

6.1 Entry requirements

www.derby.ac.uk/dramatherapy-ma

Entry requirements include those specified by the Health Professional Council (HPC) and outlined in the Standard of Education and Training (SET). Students must have a relevant undergraduate degree such as BA (Hons) Drama, BA (Hons) Theatre Arts, BA (Hons) Creative Expressive Therapies. Students might hold an undergraduate
degree or training in other areas such as psychology, occupational therapy, social work, nursing and have current evidence of theatre experience.

As successful completion of the programme leads to the eligibility to apply for registration as a Dramatherapist with the HPC, recruitment of students with additional needs has to be considered along with professional requirements (BADth) and the need to ensure fitness to practice. For those students who may have a disability advice is taken from the School Disability Advisor, and Special Support Services so that a way can be found for students to proceed. The aim is to ensure that students are not disadvantaged; a way is found which enables them to progressively gain the kinds of proficiencies necessary in order to be able to later register as Dramatherapist, and to demonstrate through suitable assessments that this is so.

The University’s Regulatory Framework for the Recognition of Prior Learning may be utilised for non-graduate applicants. This provision will only be used in exceptional circumstances to accommodate you if you can demonstrate an equivalent of the admissions criteria.

The admissions procedures conform to the University’s Equal Opportunities policy (http://www.derby.ac.uk/files/eo_race_equity_code_of_practice.pdf) and aim to diminish traditional barriers, both formal and informal, which deny access. The programme is open to people who do not have formal academic qualification and welcomes applications from mature students with professional and life experience.

We welcome and encourage applications from people of all ages as long as they can be considered adequately prepared to succeed on the programme. If students have few or no formal qualifications, they may be able to gain entry to the programme if they have the required communication and learning skills as well as the knowledge, experience and motivation to succeed. Students will be asked to provide evidence of academic writing skills as well as a detailed CV to confirm their ability to undertake the programme and will be interviewed.

EU or non-EU applicants, who wish to train as a Dramatherapist whose first language is not English, need to ensure that they have reached the required standards for English Language as recommended by the Health Professions Council. This is set at IELT’s 7.0 so that applicants will not be disadvantaged alongside other students.

All applications will normally undergo a selection and interview process requiring attendance at the University. You will be interviewed by a panel including a Dramatherapist.

Enrolment onto the programme is dependent upon Criminal Records Bureau clearance and satisfactory health checks. Because Dramatherapists work in a position of trust with vulnerable people, you are exempt from the Rehabilitation of Offenders Act 1974 (Exception) (Amendment) Order 1986. Students are therefore required to disclose in their application and at the interview any previous convictions, bind-over orders or cautions. Any criminal convictions disclosed will be discussed with the Subject Manager. If the convictions are recent, or part of a continuing pattern of offences or considered to place service users and their agencies at risk, students are unlikely to be offered a place. If students have convictions and are offered a place, they are informed that they must disclose the offences to placement providers and this may limit the choice of placement available. Students are also advised that your convictions may adversely affect future employment opportunities.
In regard to health checks if students accept an offer onto the programme they are then required to complete an initial health screening to ensure that they are fit to undertake the training and in particular the clinical placement components.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

There are many varieties of support within the university at programme, university and module levels that comprise the following:

The programme has a timetabled tutorial system and students will be allocated a Personal Tutor at the start of the Programme. All students will be allocated personal tutors to help student assess and manage their progress across the programme. Strategies will be addressed to help students reflect on any areas within the programme that need development. Special attention will be paid to how students integrate personal experiences with the professional training. The Personal Tutor can also be contacted by email and telephone and their contact details are given in the programme and module handbooks as well as details on the blackboard.

Students will be helped to address their own specific learning outcomes for their placement as well as identifying areas for further development through the mid way placement meeting.

Students may be signposted to appropriate support internally or externally as necessary.

The College 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. The 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 students during their time at the University, for example financial difficulties, support plans for disabled students, accommodation problems etc (www.derby.ac.uk/current-students/student-wellbeing).

For advice about one of the modules students can speak first of all to the appropriate Module Leader. The clinical coordinator within the Dramatherapy clinical placement modules will be responsible for helping students consider the clinical setting for their placement.

Students can access advice from a different perspectives, such as the University Chaplaincy service, whose staff are able to offer support for faith related and non-faith related concerns (www.derby.ac.uk/chaplaincy, Phone (01332) 591878).

Independent advice and support is also available via the ‘The Source’, in the Student Union (www.udsu.co.uk, Phone (01332) 591507).

The Student Handbook and Diary is a good source of advice and information about the support services available. Students should receive a copy of this when they enroll, but they can pick one up from the Student Support Centre if they do not have one.

There is a Student Support Centre in each site of the University campus, they deal with:
The Student Support Centre at Britannia Mill is located on the ground floor.

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

Once students have successfully completed the MA in Dramatherapy and successfully applied to the Health Professions Council (HPC) and been registered as a Dramatherapist they can apply for Dramatherapy posts.

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.

The take up of Dramatherapy posts is generally good, many students opting for freelance work as a Dramatherapist, offering the option to work in a number of different settings. Increasingly more students are developing Dramatherapy work opportunities from their placement.

Becoming a full member of the British Association of Dramatherapists (BADth) can help with finding a Dramatherapy post as (BADth) is well linked with prospective employers.

The programme also supports students 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.

Current developments within the field of Dramatherapy have been considered within the design, content and delivery of the programme. In particular reference has been made with developments within the Department of Health, Social Services, Voluntary Sector and the arts in health agendas in mind. Clinical Placement supervisors from a range of clinical settings also provide an important role within the delivery of the programme through offering students clinical placements.

There are also further opportunities for Dramatherapists to develop specific interests with the Doctor of practice. The course is aimed at a range of health and social care professionals. Dramatherapists should be interested in the development of their practice or the development of clinical or social services. During this course Dramatherapists will have the opportunity to develop a range of relevant skills that will boost understanding and knowledge across a range of occupations.

SECTION NINE: EMPLOYER LINKS

Current developments within the field of Dramatherapy have been considered within The design, content and delivery of the programme. In particular reference has been made with developments within the Department of Health, Social Services, Voluntary Sector and the arts in health agendas in mind. Placement supervisors from a range of clinical settings also provide an important role within the
delivery of the programme through offering students clinical placements. Also a number of Dramatherapists contribute to the programme delivery through acting as guest speakers.
Mapping of Programme Aims against Modules

<table>
<thead>
<tr>
<th>Module 1.</th>
<th>Dramatherapy Clinical Placement One</th>
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</thead>
<tbody>
<tr>
<td>Module 2.</td>
<td>Dramatherapy Clinical Placement Two</td>
</tr>
<tr>
<td>Module 3.</td>
<td>Arts Therapies Theory and Research Related to Practice One</td>
</tr>
<tr>
<td>Module 4.</td>
<td>Arts Therapies Theory and Research Related to Practice Two</td>
</tr>
<tr>
<td>Module 5.</td>
<td>Dramatherapy Practice Studio</td>
</tr>
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<td>Module 6.</td>
<td>Dramatherapy Group</td>
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<tr>
<td>Module 7.</td>
<td>Arts Therapies Independent Scholarship: A Body of Work</td>
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### Programme Learning Outcomes

<table>
<thead>
<tr>
<th>KNOWLEDGE AND UNDERSTANDING</th>
<th>Module</th>
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<tbody>
<tr>
<td>Key theories within Dramatherapy</td>
<td>1</td>
</tr>
<tr>
<td>Psychological paradigms that inform Dramatherapy theory</td>
<td>x</td>
</tr>
<tr>
<td>Theoretical frameworks and their application to pathology</td>
<td>x</td>
</tr>
<tr>
<td>Dramatic and theatrical modalities and their application in Dramatherapy practice</td>
<td>x</td>
</tr>
<tr>
<td>Therapeutic processes</td>
<td>x</td>
</tr>
<tr>
<td>Assessment and evaluation</td>
<td>x</td>
</tr>
<tr>
<td>Social and cultural factors and their influence</td>
<td>x</td>
</tr>
<tr>
<td>Research methodologies and research skills</td>
<td>x</td>
</tr>
<tr>
<td>Theoretical frameworks and their application to pathology</td>
<td>x</td>
</tr>
<tr>
<td>Psychological paradigms compared and contrasted.</td>
<td>x</td>
</tr>
<tr>
<td>Modalities of theatre applied within Dramatherapy practice.</td>
<td>x</td>
</tr>
<tr>
<td>Specific therapeutic interventions</td>
<td>x</td>
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<tr>
<td>Assessment and Evaluation</td>
<td>x</td>
</tr>
<tr>
<td>Groups and Group processes</td>
<td>x</td>
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<tr>
<td>Research and writing skills</td>
<td>x</td>
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</tbody>
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<table>
<thead>
<tr>
<th>INTELLECTUAL SKILLS</th>
<th>Module</th>
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<tbody>
<tr>
<td>Analyse theoretical material</td>
<td>x</td>
</tr>
<tr>
<td>Reflect on experience in light of personal and formal theory</td>
<td>x</td>
</tr>
<tr>
<td>Demonstrate professional reasoning</td>
<td>x</td>
</tr>
<tr>
<td>Demonstrate independent thought</td>
<td>x</td>
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<tr>
<td>Evaluate the work of self and others</td>
<td>x</td>
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<tr>
<td>Formulate therapeutic perspectives</td>
<td>x</td>
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<tr>
<td>Evaluate practice within Multi-disciplinary contexts</td>
<td>x</td>
</tr>
<tr>
<td>Critically reflect upon theoretical framework</td>
<td>x</td>
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<thead>
<tr>
<th>PRACTICAL AND SUBJECT-SPECIFIC SKILLS</th>
<th>Module</th>
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<tbody>
<tr>
<td>Facilitate Dramatherapy sessions with different client groups</td>
<td>x</td>
</tr>
<tr>
<td>Chose appropriate interventions</td>
<td>x</td>
</tr>
<tr>
<td>Work professionally and effectively within Multi-disciplinary teams</td>
<td>x</td>
</tr>
<tr>
<td>Use cognitive, emotional, therapeutic and dramatic skills in relation to client need</td>
<td>x</td>
</tr>
<tr>
<td>Use supervision to develop their Dramatherapy practice</td>
<td>x</td>
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<tr>
<td>Function as a Dramatherapist in different settings</td>
<td>x</td>
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<tr>
<td>TRANSFERABLE SKILLS</td>
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<tr>
<td>Recognise personal strengths and transferable skills</td>
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<tr>
<td>Communicate effectively orally and in writing</td>
<td>x</td>
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<tr>
<td>Manage deadlines</td>
<td>x</td>
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<tr>
<td>Work independently and manage self</td>
<td>x</td>
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<tr>
<td>Participate and facilitate groups</td>
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<tr>
<td>Use learning resources and current technology</td>
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<tr>
<td>Be innovative and demonstrate independence of thought</td>
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<tr>
<td>Be a reflective practitioner who recognises the interplay between personal and formal theory</td>
<td>x</td>
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<tr>
<td>Critically evaluate existing viewpoints</td>
<td>x</td>
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<tr>
<td>Be well versed in the principles of emotional education</td>
<td>x</td>
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