

October 2017 Proposal to develop a new apprenticeship standard

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Q1. Please confirm that you have read the "How to" guide for Trailblazers on gov.uk (see link here), that you are content that this proposal meets all the criteria for final approval set out within it and that you have discussed the proposal with a relevant Route Relationship Manager within the Institute (Please specify who).

I have read the 'how to' guide for Trailblazers on gov.uk? Yes

Name of my Relationship Manager

Bhavena Patel

Q2. Name of proposed trailblazer group

Health - Arts Therapies

Q3. Are you an existing Trailblazer Group already with approval to develop other standard(s)? If yes or partly, please provide full details.

No this will be a new group

Q4. Name of proposed apprenticeship standard(s).

Degree Apprenticeship Standard for Arts Therapist

Q5. Is this a proposed core and options standard? If yes, please give the titles for each of the options.

There are 3 disciplines within this occupation. Although jointly regulated by HCPC (as 'arts therapist') the group may decide a core and options model works better than a single option. If a core and options model is selected it would be: Music Therapist, Art Therapist /Art Psychotherapist and Dramatherapist. Dance Movement therapists are currently not regulated but a core and options model may mean that they can also be included - the group would need to explore this further before deciding whether it is possible to include or not alongside the regulated routes.

Q6. How many standards are you proposing to develop? Please be aware that commitment from at least 10 employer members for each proposed standard is required.

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Q7. Will there be a requirement for additional new standards to be developed in the future? If so, please provide brief details of what these will be.

Possibly at level 6 but yet to be explored.

Q8. Have you submitted a proposal for an apprenticeship standard in this role(s) before? If yes, please give details below including comments from the (pre April 2017) DfE approvals panel or the Institute.

no

Q9. Please insert details about each proposed standard below.

	Name of occupation	Proposed level of the standard	Proposed as a degree apprenticeship?	Intended to replace/partly replace an existing apprenticeship Framework? [if so please give details]	Do you expect any age restrictions to apply to this standard?	Estimated annual take-up across entire relevant sector(s) (This is separate to the number of apprentices that each individual employer group member will take on)	When do you estimate this apprenticeship would be ready to deliver starts?
1	Arts Therapist	7	yes	no	no	20-30	September 2019
2	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-

Q10. <https://www.gov.uk/government/publications/apprenticeship-standards-in-development> Please provide any relevant information below regarding potential overlap with other Trailblazer standards published or in development. It is important that you review your proposal against all other apprenticeships published and in development to confirm there is no significant overlap, in overall occupation or in the content of potential skills/knowledge/behaviours. Where there is potential of any overlap, we ask that you contact the existing Trailblazer(s) before submitting a new proposal to discuss whether the existing standards would cover your needs (or email apprenticeship.trailblazers@education.gov.uk). Please then provide below full details of any possible overlap identified, interaction with relevant Trailblazers, and any relevant further detail explaining why this occupational role is sufficiently unique to still justify separate apprenticeship standard. The existing list of standards in development, is [here](#) The list of existing published standards and Trailblazer contact details, is [here](#)

No overlap with other standards. Arts Therapist is a statutorily regulated occupation and individuals are required to register with the Health and Care Professions Council. Arts Therapist, Art Therapist/Art Psychotherapist, Music Therapist and Dramatherapist are designated titles protected by law (Article 39 of the Order). Anyone who uses one of these titles must be on the HCPC Register. Arts therapists are the only professional group providing psychological therapies via the arts media see section 7 below for more details). They therefore have a range of competencies that do not overlap with other key mental health professions such as psychologists.

Q11. Please provide a full description below of what the occupational role involved (or roles in the case of a proposed core and options standard). The information you provide here is crucial to our assessment of whether the occupational role is suitable for an apprenticeship, so please be as comprehensive as possible, and always refer to the criteria and guidance set out in the "How to" guide for Trailblazers. In particular, the information should include: Main duties and responsibilities - please set out clearly what someone in this occupation will actually be doing; the range of environments/sectors/industries in which someone in this occupation could work; a summary of key competencies/skills etc required for full occupational competence; how the occupational role typically fits within the wider work hierarchy; who would they be working with, and what is the usual relationship between the roles.

Arts therapist is a regulated profession. There are currently 4,170 registrants in the UK.

An Arts Therapist is a psychological therapist who has arts-based experience plus training in psychological interventions using drama, music or art as their primary mode of communication. Arts therapies can help to improve general development, social interaction and communication skills, and support mental and physical rehabilitation.

Psychological interventions aim to improve a person's state of mind and wellbeing; for example, to reduce symptoms such as anxiety, confusion, pain and depression. An Arts Therapist does this by helping the individual to experience themselves and others in different ways through an arts-based activity within a therapeutic framework. Using arts-based psychological interventions is particularly helpful when emotions are too confusing to express verbally; when verbal communication is difficult; or when words are not enough or too much to bear. They can deliver therapy sessions for individual or in a group where similar symptoms are faced.

Arts Therapists are both artists in their chosen field and clinicians. They use the arts to help people deal with complex and confusing emotional issues. There may be things which clients cannot say in words. This could be because the emotions are too distressing. Or it may be because the client has difficulties with communication. They build a rapport with clients and create a secure environment which helps them to build their self-awareness and self-confidence. They can deal with clients with serious and complex mental health issues like schizophrenia, personality disorders, serious depression, eating disorders. Arts therapies can be used where clients have serious communication issues where art, music or drama can bring out resistance to talk.

Art therapists manage a caseload of clients with varying problems ranging from Schizophrenia to brain injury, from post-traumatic stress disorder to terminal cancer and from Attention Deficit and Hyperactivity Disorder to eating disorders. They assess and diagnose the support needed and devise a support plan using methods that take into account the psychological, emotional, cognitive, physical, communicative and social needs of their clients.

They work with children, young people, adults and the elderly. Clients may have a wide range of difficulties, disabilities or diagnoses. These include emotional, behavioural or mental health problems, learning or physical disabilities, injury, life-limiting conditions, neurological conditions and physical illnesses as listed above. They provide group therapy or individual therapy, depending on clients' needs.

Day to day skills include:

- work autonomously to manage a case load of clients
- plan group and individual therapy sessions for clients
- work with people of different ages and who may have a range of conditions, psychological or social requirements
- assess a client's needs
- decide which therapies or activities may be most appropriate for clients whose treatment generally ranges from 3 months to 2 years but for some acute psychiatric patients or people in palliative care it can be as brief as a single session
- deliver therapy and assess and evaluate session to inform next stage in case management
- develop psychological formulations such as gathering an understanding of what their current problems are, what might have caused them, what perpetuates them and how the therapy may help to address them.
- build rapport to clients and encourage communication
- manage clinical risk and safeguarding issues
- observe and document a client's reactions, progress or other outcome related to arts therapies, communicating this information appropriately with others involved in the service user's treatment and care or using it to deliver future sessions.
- support clients to take an active role in the process of making art, listening to or making music or taking part in drama activities either individually or in groups
- designing therapy and treatment plans to meet the client's goals or objectives
- prepare case summaries and progress reports
- enable clients to consider their own thoughts, feelings and behaviours that are not easily put into words

Q11. Please provide a full description below of what the occupational role involved (or roles in the case of a proposed core and options standard). The information you provide here is crucial to our assessment of whether the occupational role is suitable for an apprenticeship, so please be as comprehensive as possible, and always refer to the criteria and guidance set out in the "How to" guide for Trailblazers. In particular, the information should include: Main duties and responsibilities - please set out clearly what someone in this occupation will actually be doing; the range of environments/sectors/industries in which someone in this occupation could work; a summary of key competencies/skills etc required for full occupational competence; how the occupational role typically fits within the wider work hierarchy; who would they be working with, and what is the usual relationship between the roles.

to gain understanding of the problems they face through art or drama for example

- engaging in complex clinical psychological therapy practice that involves clients with co-existing problems, conditions and social needs
- working as part of the multi-disciplinary clinical team to plan and deliver care
- receiving and making referrals from and to other services such as healthcare services, schools, voluntary organisations and social care
- following up with clients to assess therapy progress, adjusting and adapting therapies as needed and recognising when it is time to end therapy interventions
- acting as an advocate for clients as needed
- staying up-to-date with current research in own and associated clinical fields
- integrating emerging research evidence into clinical practice
- reviewing regularly efficacy of practice through evaluation and audit
- participating in organisation's data collection on outcome measures Involving service users in evaluation
- selecting and preparing art, music or drama media or related equipment and devices to use in therapy sessions
- effective cleaning, disposing and storing equipment and materials used

Protected by law:

Only practitioners registered with the statutory regulator, the Health & Care Professions Council (HCPC) can use the legally protected titles of Art Therapist, Art Psychotherapist, Music Therapist, Dramatherapist.

Where they work?

Arts Therapists work in a wide range of settings across the NHS voluntary and private sectors including, hospitals, in or outpatient clinics, private clinics, schools, colleges, universities, shelters, prisons, voluntary organisations local authorities.

Who do they work with?

They provide therapy to a range of different people across the age ranges. Arts Therapists work closely with other members of their team ensuring they provide and receive ongoing managerial, clinical and professional supervision and support.

Q12. Please provide an overview of the knowledge, skills and behaviours required for these roles.

Apprentices learn how to assess, diagnose and treat people requiring Arts Therapy interventions

Skills. Arts Therapists are able to:

- plan group and individual therapy sessions for clients
- establish art, music or drama therapy interventions and techniques to encourage clients to participate in them. Techniques include musical improvisation, song-writing, role play, making visual art in response to a theme or self-directed
- encourage clients to participate in group discussion of visual art work, music or drama created in the session.
- conduct clinical diagnosis
- monitor progress and effectiveness of therapies
- develop, maintain and adjust management and therapy plans
- maintain records appropriately including observing and recording clients responses
- reflect on and review practice
- practise safely and effectively within their scope of practice and within their legal and ethical boundaries
- maintain their fitness to practice
- practise as an autonomous professional exercising their own professional judgement
- practise in a non-discriminatory manner
- maintain confidentiality
- communicate effectively
- work appropriately with others
- undertake or arrange investigations
- assure the quality of their practice

Knowledge. Arts Therapists know and understand:

- structure and function of the human body with knowledge of health, disease, disorder and dysfunction relevant to the arts therapy profession including human development, normal and abnormal psychology, normal and abnormal communication and language development, mental illness, psychiatric assessment and treatment, congenital and acquired disability, disorders of social functioning,
- core processes in therapeutic practice that are best suited to service users needs
- a range of approaches and their use in different contexts and for different purposes including the principal psychotherapeutic interventions and their theoretical bases
- the therapeutic relationship and its limits
- the principles and applications of research enquiry
- the concept of leadership and its application
- the impact of culture, equality and diversity on practice including psychological, social, cultural and economic or other factors
- the importance of concepts of confidentiality and safeguarding
- the characteristics and consequences of verbal and non-verbal communication
- the need to engage clients and carers in the planning and evaluating diagnostics and assessment outcomes to meet their goals and needs
- the role and value of ongoing clinical supervision in an arts therapy context
- the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
- the structure and function of health, social care and education services in UK and the roles of other professions
- methods of distinguishing between health and sickness including diagnosis, specifically mental health disorder and learning disabilities
- how to establish and maintain a safe practise environment

Behaviours. Behaviours are in line with the standards set by the HCPC. Arts therapists are also expected to follow their respective professional body's Code of Ethics.

Arts Therapists treat people with dignity and respect, showing awareness of their rights and choices whilst acting in their best interests. They behave in a professional manner, are trustworthy and non-discriminatory. They maintain high standards and have empathy and compassion for those they work with.

Q13. How will the apprenticeship allow the individual to develop transferable skills to perform the role in a business of any size or relevant sector?

On completion the apprentice is eligible to apply to become registered with the HCPC as an Arts Therapist. This enables them to apply to work in any sector. As the qualification is at master's degree level it includes transferable skills and a depth of knowledge and understanding which can be applied in other sectors and roles eg leadership, research based practice etc.

Q14. Will the occupation require rigorous and substantial training of at least 12 months prior to the end-point assessment to achieve full competence, with off-the-job training accounting for at least 20% of the apprenticeship? Please provide detail of what this will include.

Yes

To become an Arts Therapist apprentices need to take MSc/ MA degree in either Art Therapy, Music Therapy or Dramatherapy accredited by the Health and Care Professions Council. HCPC will need to sign off the degree to ensure the work based elements are suitable, the employers will be responsible for ensuring the training and clinical practice elements enable the apprentice to apply the knowledge and master the skills in the workplace. No apprentices would start a master degree apprenticeship until the programme was approved by the HCPC.

Apprentices will be released to university to be taught underpinning knowledge within the masters degree programme. The rest of the time the apprentice will be in their work place engaging in hands on experience and developing practical skills. They will apply the knowledge learnt at university to their day to day work. Apprentices may be moved to a range of different clinical and non-clinical areas to ensure that they meet all the requirements of the apprenticeship. The employer will decide how and where the clinical and non-clinical practice will take place. This will ensure that the apprentice receives rounded training and is able to gain experience of more than one setting. Apprentices will usually be full time and mirror the normal working hours of the department or service they are in. The apprentice will spend equivalent to 4 days a week in work and 1 day a week in university throughout their apprenticeship. The work based practice will be designed to provide apprentices with clinical and non-clinical situations in which they can be actively engaged in client care. They will apply their knowledge in a practical setting and further develop their client assessment and communication skills. Delivery may vary from employer to employer and could be achieved via block release to university.

Q15. What will the duration of the apprenticeship be?

Usually 2 years

Q25. In future, Technical Education will be arranged around the common framework of 15 technical education routes identified in the Sainsbury Review. These encompass all employment-based and college-based activity. The aim of these new routes is to facilitate the progress of young people from compulsory schooling into skilled employment and the highest levels of technical competence. A technical route could be followed either through an apprenticeship or in a college where the training would be supported by a substantial work placement, with both programmes being based on employer-designed occupational standards. In light of this, we have introduced a new criterion requiring any standard approved for development to align with one of the 15 technical routes. Details of the 15 routes can be found on page 22 of the Government Skills Plan here. Please detail which of the 15 Sainsbury Technical Education Routes your standard(s) aligns to. Also, if an occupational map is available for this route, there will be a link to it on the "How to" Guide for Trailblazers webpage. Please refer to this and specify which occupation detailed in the route map your proposed standard covers.

	Proposed Standard (s)
Agriculture, Environmental and Animal Care	-
Business and Administrative	-
Catering and Hospitality	-
Childcare and Education	-
Construction	-
Creative and Design	-
Digital	-
Engineering and Manufacturing	-
Hair and Beauty	-
Health and Science	Arts Therapist
Legal, Finance and Accounting	-
Protective Services	-
Sales, Marketing and Procurement	-
Social Care	-
Transport and Logistics	-