

## HCPC major change process report

Education provider	Nordoff Robbins
Validating body	Goldsmiths, University of London
Name of programme(s)	Master of Music Therapy (Nordoff Robbins): Music, Health, Society, Full time
Date submission received	01 February 2019
Case reference	CAS-14483-L7J3C1

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### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the major change process undertaken by the HCPC to ensure that programmes detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

## Section 1: Our regulatory approach

### Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Phoene Cave	Arts therapist - Music therapist
Catherine Mackenzie	Speech and language therapist
Eloise O'Connell	HCPC executive

## Section 2: Programme details

Programme name	Master of Music Therapy (Nordoff Robbins): Music, Health, Society
Mode of study	FT (Full time)
Profession	Arts therapist
Modality	Music therapist
First intake	01 September 2014
Maximum learner cohort	Up to 45
Intakes per year	1
Assessment reference	MC04158

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider is intending to introduce a third teaching base for the programme, in Newcastle. Currently, the programme is approved to be delivered simultaneously in Manchester and London, with the management of the programme based in London. The education provider will not make changes to the delivery of the curriculum or assessment of the programme. They intend to deliver the programme in Newcastle, in the same way it is currently delivered in Manchester and London.

### Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Major change notification form	Yes
Completed major change standards mapping	Yes

### Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors were not satisfied that there was sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

#### Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

#### **2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.**

**Reason:** The education provider is intending to deliver the programme at a new site in Newcastle, in addition to the current provision in London and Manchester. The education provider did not submit evidence for this standard as they said they have not made changes to how the programme meets this standard. The visitors have not seen what information will be given to applicants about the delivery of the programme in Newcastle that would give them the information they need to make an informed

decision about whether to take up a place on the programme delivered at this site. This includes information that is specific to programme delivery in Newcastle, and information about practice-based learning for this area. For example, the visitors could not see how applicants would be made of any relevant information about associated costs of travel and or accommodation, which may be required if there are distant sites for practice-based learning. Therefore, the visitors require further information to determine whether this standard is met.

**Suggested evidence:** Evidence of the information that will be provided to applicants about the delivery of the programme in Newcastle that will give them the information they require to make an informed choice about whether to take up a placement on the programme.

### **3.2 The programme must be effectively managed.**

**Reason:** On the SETs mapping document for this standard, the education provider stated “The existing management structure will continue to operate. To enable us to ensure that the programme operates effectively as a national programme, each teaching base has a Base Coordinator (effectively a lead tutor) and we will”. The visitors note the sentence is incomplete and therefore could not make a judgement on how this standard continues to be met. The visitors require further information about what the education provider intends to have in place, which ensures the programme is effectively managed.

**Suggested evidence:** Complete information to demonstrate what the education provider intends to have in place, which ensures the programme is effectively managed.

### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Reason:** The education provider has said that the arrangements relating to placement identification, support and monitoring will be the same for the Newcastle site as they are currently for London and Manchester. The education provider has said that there will be appropriate and sufficient practice-based learning for the new site in Newcastle. This is a new standard, and so we have not previously seen evidence of what process the education provider uses to ensure the availability and capacity of practice-based learning for all learners. The visitors have not seen evidence of how the education provider ensures this, for example, how they record and monitor availability of practice-based learning. Therefore, the visitors require further information to determine whether there is an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

**Suggested evidence:** Further information to demonstrate there is an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

### **3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.**

**Reason:** For the standard, the education provider explained that over that last few years they have grown and developed the workforce in Yorkshire and the North East so they have a number of staff who are already experienced in providing input on the

programme that is delivered in London or Manchester, or in both. The education provider indicated there will be a new tutor for the Newcastle site, who will be from the Yorkshire / North East region. The education provider highlighted that this person will already have had experience guest teaching on the programme delivered in London or Manchester, as well as hosting learners on practice-based learning. On review of the documentation, the visitors understood the programme will be delivered at the Newcastle site by the same staff as in London and Manchester, and there will be some new staff from the region who have had experience inputting into the programme in London and Manchester. From the information provided, the visitors were not clear exactly what the staffing provision for the Newcastle site would be, including detailed information about who the staff are or how many staff will input to the delivery in Newcastle. In addition, the visitors note the **based**-coordinator / lead therapist will move from London to Newcastle. It was not clear to the visitors how many hours this person will be doing as part of the split role between education and music services. The visitors require further information about the staffing provision for the Newcastle site to determine whether there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

**Suggested evidence:** Further information about the staffing provision for the Newcastle site, in particular, detailed information about staff, **including** how many, who will be involved in the delivery of the programme.

#### **5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

**Reason:** On the SETs mapping document, the education provider stated there are no changes to how the programme meets this standard. In the documentation provided, the education provider explained that in the local region for the Newcastle site, the education provider currently employs music therapists to work in 31 partner organisations. The education provider said they therefore have access to a wide range of potential placement settings with suitable levels of support. From the information provided, the visitors understand the education provider intends to take a cohort of ten learners at the Newcastle site. From their review of the documentation, the visitors were not clear how the education provider will ensure there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning for the Newcastle site. As such, the visitors require further information to determine how the education provider will ensure there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning for the Newcastle site.

**Suggested evidence:** Further information about how the education provider will ensure there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning for the Newcastle site.

#### **5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.**

**Reason:** On the SETs mapping document, the education provider stated there are no changes to how the programme meets this standard. In the documentation provided, the education provider explained that in the local region for the Newcastle site, the education provider currently employs music therapists to work in 31 partner organisations. The education provider said they therefore have access to a wide range

of potential placement settings with suitable levels of support. The visitors understand the education provider currently have a process to ensure that practice educators for this programme will undertake regular training appropriate to their role. However, the visitors were clear whether any new practice educators for the Newcastle site would be required to undertake the same training as practice educators for the Manchester or London sites. Therefore, the visitors require further information to determine whether practice educators in the region for Newcastle delivery will undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

**Suggested evidence:** Further information about how the education provider will ensure that practice educators involved with the Newcastle site will undertake regular training appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Date of ETP final decision: 22 May 2019