

**Health Professions Council
Approvals Panel – 6 July 2006**

VISITORS' REPORT AND REPRESENTATIONS

Executive Summary and Recommendations

Introduction

The attached Visitors' report for the following programme has been sent to the education provider and following a 28 day period the attached representations have been received. The education provider is in the process of meeting the conditions recommended by the HPC Visitors.

Education Provider	Programme Name	Delivery mode
Royal Welsh College of Music and Drama	MA Music Therapy	FT PT

Decision

The Panel is asked to –

accept the Visitors' report for the above named programme(s), including the conditions recommended by the Visitors.

or

review the Visitors' report for the above named programme(s), and vary the conditions recommended by the Visitors, in the light of information included in the education provider's representations.

Background information

None

Resource implications

None

Financial implications

None

Appendices

Visitors Report(1)

Response from education provider (1)

Date of paper

19 June 2006

Health Professions Council

Visitors' report

Name of education provider	Royal Welsh College of Music and Drama
Name and titles of programme(s)	MA Music therapy
Mode of Delivery (FT/PT)	FT/PT
Date of Visit	25/26 th April 2006
Proposed date of approval to commence	1 September 2006 (FT) 1 September 2006 (PT)
Name of HPC visitors attending (including member type and professional area)	Jennifer French, Music Therapist Donald Wetherick, Music Therapist
HPC Executive officer(s) (in attendance)	Abigail Creighton Amanda Hargood
Joint panel members in attendance (name and delegation):	Jeremy Ward (RWCMD Head of Music) Aidan Plender (RWCMD Programme Leader; Arts Management) James Robertson (Music Therapy Programme Co-ordinator, Queen Margaret University College, Edinburgh) Stephen Hill, Director of Flexible Learning and Community Engagement, University of Bristol Kym Roberts (Assistant Director, Academic Support, RWCMD)

Scope of visit (please tick)

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

Part 1.

1.1 Confirmation of meetings held

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

Students (current or past as appropriate)	X	<input type="checkbox"/>	<input type="checkbox"/>
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1.2 Confirmation of facilities inspected

	yes	no	n/a
Library learning centre	X	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	X	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	X	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Proposed student cohort intake number please state	10
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

CONDITIONS

SET 3. Programme management and resource standards

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

Condition: to fill the vacant 0.6 lecturer post for the start of the 2006 programme. If the team is unable to make a permanent appointment, other strategies should be used to cover the post in the interim period.

Reason: this is to ensure the programme has adequate staffing to deliver the programme effectively.

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition 1: the medical studies component of module 1 to include teaching from a range of staff with relevant specialist expertise and knowledge in core health disciplines, e.g. psychiatrist, neurologist, clinical psychologist, paediatrician, nurse specialist etc., as available/appropriate.

Reason: This module is currently taught from a single discipline perspective. Additional input is required to ensure that subject areas relating to human health, development, disability, mental health, normal and abnormal psychology, acquired and organic disorders etc. are taught by staff with a range of specialist knowledge and expertise.

Condition 2: to show that the leader of the experiential group is appropriately qualified, and registered with a regulatory body or, in the absence of statutory registration, with a relevant governing professional body (e.g. BCP, UKCP, IGA).

Reason: This is not clear in the documentation.

SET 4. Curriculum Standards

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition: to review the module contents, learning outcomes and assessment procedures with regard to the following proficiencies:

- student experience of working within a multi-disciplinary environment, of attending and participating in multi-disciplinary meetings (e.g. case conference, ward round, educational planning/review meeting); and of communicating about their work to professionals from a non-therapeutic background.

Reference: Standards of Proficiency 1b, Registrant arts therapists must
1b3 - be able to contribute effectively to work undertaken as part of a multi-disciplinary team
1b4 - be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and personal opinion to colleagues

Reason: It was not clear from meeting with Placement Providers whether students were expected to participate in interdisciplinary meetings and care planning.

- student experience of record keeping in line with established protocols, participation in evidence based practice, quality assurance, audit procedures etc where possible; and the availability of opportunities to conduct a small scale project (research, audit, evaluation).

Reference: Standards of Proficiency 2, Registrant arts therapists must
2b1 - be able to conduct evidence based practice, evaluate practice systematically, and participate in audit procedures
2b5: be able to maintain records appropriately
2c2 be able to audit, reflect on and review practice
- be able to maintain an effective audit trail
- participate in quality assurance programmes

Reason: It was not clear from meeting with Placement Providers and Programme Team whether students were expected to contribute to the placement's established protocols for record keeping in addition to records kept for training purposes. Also, the programme's approach to research/evidence based practice was strongly weighted to single case study designs. Where appropriate, participation in other research designs should be included.

- student competency in using a range of musical skills and techniques

Reference: Standards of Proficiency 3a1, Registrant arts therapists must:
- be able to improvise in a variety of styles and idioms
- know a broad range of musical styles and be aware of their cultural contexts.

Reason: the delivery and assessment of these learning outcomes and standards of proficiency are not fully evident or clearly articulated in the documentation.

SET 5. Practice placements standards

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Condition 1: to demonstrate the availability of an adequate number and range of adult placements for the proposed student intake to the new programme.

Condition 2: to further expand the placement database to accommodate the intake of part time students expected in 2007. (A separate deadline for this condition and therefore the entire part-time version of the programme to be agreed with the Programme Team)

Reason: Information was given on only three adult placements. This is limited in terms of number and range for the students' needs. Other placements may be available, but this information was not included in the documentation.

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: to revise the placement contract to reflect the standards of education under 5.7.1, 5.7.5 and 5.8.3 (below), and the relevant standards of proficiency detailed in the condition at 4.1 of this document, and to show clearly the Education Provider's responsibilities to the Placement.

- 5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
 - 5.7.1 the learning outcomes to be achieved;
 - 5.7.5 communication and lines of responsibility
- 5.8 Unless other arrangements are agreed, practice placement educators:
 - 5.8.3 undertake appropriate practice placement educator training.

Reason: The current contract does not reflect in full the expectation that placement education will measure learning outcomes and proficiencies from other areas of the training. Liaison is evident, but placement educators are not currently offered training.

SET 6. *Assessment standards*

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.

Condition: documentation must specify that students must pass all components of any module in order to pass the module.

Reason: this is omitted from current documentation and is required to ensure fitness to practice can be demonstrated.

See also 4.1

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Condition: to review the assessment framework and provide:

- assessment criteria and a marking grid for components that are assessed on a fine grade / percentage basis,
- clear minimum criteria for participation and attendance for components where this is the requirement on a pass/fail basis

Reason: this information is not provided in the documentation and is required to ensure that the assessment process is rigorous, transparent and effective.

Deadline for Conditions (FT programme) to be met: 1 July 2006 (TBC)

Deadline for Conditions (PT programme) to be met: TBC

To be submitted to Approvals Panel/Committee on: TBC

RECOMMENDATIONS

SET 2 Programme admissions

The admission procedures must:

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

Recommendation: that the college clarify the expectation that students will remain in personal therapy for the duration of their training, and give an indication of the cost to the student of this undertaking.

Reason: this is recommended to ensure that prospective students are fully aware of the expectations and costs associated with the programme

2.2 apply selection and entry criteria, including:

2.2.4 appropriate academic and/or professional entry standards;

Recommendation: That the college assess candidates' proficiency on a harmony instrument on entry to the programme.

Reason: This would provide a baseline measure to inform teaching content and ensure that standards of proficiency for musical skills under 3a1 could be met more easily.

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

Recommendation: That the programme team revise and update the reading lists and increase the available learning resources, including journals, books, CDs and music tutors.

Reason: This would increase the quality and availability of learning resources and eliminate the shortfalls as identified by the team.

SET 5. Practice placements standards

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Recommendation: that the programme team consider changing the structure of the first placement to one full day in one placement, rather than two half days at different placements.

Reason: This would provide consistency and facilitate students to take a full part in the work of the placement, including expectations under the condition set at 4.1.

SET 6. Assessment standards

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Recommendation: That the programme team consider making more use of discrete, formative assessment of the learning outcomes of module components.

Reason: At present, much of the assessment of learning outcomes is concentrated into modules 4 and 5 and uses an examination format. Discrete assessment by coursework, where appropriate, would enable the assessment of learning outcomes / proficiencies to be spread.

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

Recommendation: That the college review the structure of the assessment process regarding the roles of the internal examiner, the associate examiner and the external examiner to make clear the external examiner's moderating role.

Reason: External examiners are not usually directly involved in marking, but moderate the marking of the internal/associate examiners. Different terminologies

used in different parts of the documentation meant it was not clear that whether this usual practice was being followed consistently.

Commendations

Commendations

The visitors commend the programme team for the strength, integrity and consistency of the psychotherapeutic philosophy underpinning the course.

The visitors commend the generally high quality of teaching and learning, particularly in the following areas of

- psychotherapeutic philosophy and practice,
- taught study skills/professional skills
- musical expressive/emotional qualities, and voicework skills

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

Jennifer French

Donald Wetherick

Date: 5 May 2006

Re: HPC Condition Sets 3.5, Condition 1

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition 1: the medical studies component of module 1 to include teaching from a range of staff with relevant specialist expertise and knowledge in core health disciplines, e.g. psychiatrist, neurologist, clinical psychologist, paediatrician, nurse specialist etc., as available/appropriate.

Reason: This module is currently taught from a single discipline perspective. Additional input is required to ensure that subject areas relating to human health, development, disability, mental health, normal and abnormal psychology, acquired and organic disorders etc. are taught by staff with a range of specialist knowledge and expertise.

RWCMD Response:

This module is designed to cover the study of Medical conditions with which music therapy students will ultimately work. It is structured to cover the basic medical information they may need in order to work safely and effectively with their client group. By having a same member of staff to deliver this module, it provides continuity and also a basis upon which fair assessment can be made.

The member of staff who teaches Medical Studies is, by profession, an Occupational Therapist, and is therefore an established authority across the field. She delivers medical, psychological, social and profession specific modules at the School of Healthcare Studies, Cardiff University to undergraduate, postgraduate diploma and masters level. She has had experience in a variety of health and social care settings during which time she developed a working, as well as further theoretical knowledge in all the areas covered in the medical and psychological studies module. Her final post before moving into education was Head Occupational Therapist in working for a large NHS Trust, in one of the mental health units, in the field of psychiatry of older adults.

She has recently successfully completed the taught section of the MSc in Medical Education (post graduate diploma level, and will be submitting a dissertation as completion of the degree, looking at the learning needs of mature students, in September of this year.

The subject areas suggested by HPC are already taught in the Medical Studies, Module 1.

The suggested areas of study can be found in the Programme Document, section 3.1.2 Medical Studies, Content p.42.

- human health& development (Unit 1 to 3: Unit 1 Child & Adolescent, Unit 2, Adult, Unit 3 Elderly)
- disability (Unit 1, Learning disabilities)
- mental health (Unit 2)
- normal and abnormal psychology (Unit 2)
- acquired and organic disorders (Unit 1-3, in every medical diagnosis)

We consider therefore that the Sets 3.5 Condition 1 is already met. The College respectfully asks the HPC to give further consideration to this condition.