

**Health Professionals Council  
Department of Education**

**Visitors' report**

<b>Name of education provider</b>	University of the West of England, Bristol
<b>Name and titles of programme(s)</b>	MA Music Therapy
<b>Mode of Delivery FT/PT</b>	PT
<b>Date of event</b>	23/24 November 2005
<b>Proposed date of approval to commence</b>	22 January 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Donald Wetherick (Music Therapy) Bruce Bayley (Drama Therapy)
<b>HPC Executive officer(s) (in attendance)</b>	Joanna Kemp, Nicole Borg
<b>Joint panel members in attendance (name and delegation):</b>	<p>Panel chair: Adrienne Mason - Director of Inter-Faculty Programmes Internal Panel</p> <p>Iain Biggs - Programme Director, Faculty of Art, Media- and design Dr Ruth Morse – Senior Lecturer, Faculty of applied Sciences Helen Odell- Miller – External panel member. Programme Leader, MA Music Therapy Anglia Ruskin University Brigid Hewet – Registrar</p> <p><u>Faculty of Health and Social Care Team</u> Prof. Leslie Bunt - Music Therapy Programme Leader Elizabeth Rosser - Director, Postgraduate Modular Programmes Jane Lings - Lecturer - Music Therapy, Placement Co-ordinator Malcom McEachran - Faculty Librarian Dianne Rees - Lecturer HSC Trish Upton - Director, Practice Learning Unit Bob Heath - Lecturer, Music Therapy Kath Ross - Associate Dean, Nursing Dr Helen Godfrey - Lecturer HSC Cathy Warner - Lecturer, Research Associate in Music Therapy Neil Summers - Lecturer HSC Dr Norma Daykin - Director of Modular Programmes Dr Brenda Clarke - Senior Lecturer HSC</p>

**Scope of visit (please tick)**

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

**Confirmation of meetings held**

	<b>Yes</b>	<b>No</b>	<b>n/a</b>
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Confirmation of facilities inspected**

	<b>Yes</b>	<b>No</b>
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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.**

<b>Requirement (please insert detail)</b>	<b>Yes</b>	<b>No</b>	<b>n/a</b>
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Proposed student cohort intake number please state</b>	<b>15</b>
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ALL CONDITIONS MET

The following summarises the key outcomes of the approvals event and provides reasons for the decision.

## **CONDITIONS**

**SET 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.**

**Condition:** [See SET 3.10]

**SET 2.2 apply selection and entry criteria, including;**

**Condition:** [See SET 2.2.4/5]

**SET 2.2.4 - appropriate academic and /or professional entry standards**

**SET 2.2.5 - Accreditation of Prior Learning and other inclusion mechanisms**

**Condition:** Clearly explain in the documentation, the policies and procedures the University will follow, to ensure that any student who receives credit for prior learning and/or professional experience, are at M level upon entry to the programme, and meet those SoPs which would have been covered in the modules that are being credited.

**Reason:** The document states that students are able to APL up to 120 credits. HPC wishes to ensure that students who are granted credit are at an appropriate level. It is expected that students who receive credit for prior learning meet the requirements for SET 1.

**SET 3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.**

**Condition:** That the University's existing policy regarding students practising skills on each other during training, (as stated in the Postgraduate Modular Programme Student Handbook, Appendix 13) be included in the Programme Specification, Student Handbook and Placement Document, and amended as necessary to suit the MA Music Therapy programme.

**Reason:** A university policy exists but was not included in the documentation for the programme. Inclusion will ensure students and staff are aware of the policy.

**SET 3.10 A system of academic and pastoral student support must be in place.**

**Condition:** That the programme documentation, including information given to applicants, indicate clearly that appropriate academic and pastoral support will be made available to those students entering higher education for the first time or returning to higher education after a significant period of time.

**Reason:** The university has such support readily available. Including this statement will help ensure equality of opportunity for non-standard applicants and parity between those applying at different points in their educational career.

**SET 4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.**

**Condition:** That the Programme Handbook state the following in relation to the requirements for personal therapy during training:

*'While the minimum required period of personal therapy is 30 hours, the programme strongly recommends that students are in weekly personal therapy throughout their training.'*

**Reason:** The curriculum guidance from the professional body recommends weekly therapy during training, the minimum of 30 hours being based on full time programmes. The panel judges that this statement is necessary to ensure the spirit of the guidelines are followed on a part time course.

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

**Condition:** That the Assessment Criteria for Placement modules (Placement Handbook, Appendix 2) be amended to include a descriptor of Level 3 (Acceptable) for each of the five areas of competence.

**Reason:** Level 3 is defined as the minimum acceptable pass level for these competencies. While Level 1 (Of Concern) and Level 5 (Strong) have clear descriptors, Level 3 does not. Having a clear descriptor for this level will help students, placement managers and supervising tutors to assess student performance accurately and fairly.

**SET 6.7.2 for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title;**

**Condition:** That the Documentation state clearly the default award title for students graduating from the programme who are not eligible, or do not intend to apply, for registration with the HPC. This award title should be clearly distinct from the proposed HPC approved title.

**Reason:** The programme team anticipates applications from students wishing to upgrade an existing music therapy qualification to the MA. Some at least of these students may not have qualified previously from an HPC approved programme, or may not intend to practise in the UK.

**Deadline for *Conditions* to be met: Friday 16<sup>th</sup> December  
To be submitted to Approvals Committee on: 17 May 2006**

## Recommendations

**SET 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 education provider develop the stock of sheet music, keyboard harmony tutors, texts on idiomatic and cultural musical styles, and representative audio recordings of a range of musical styles, and that the provider ensure students have adequate access to audio-visual technology and support for recording, reviewing and editing their clinical work on placement, musical instruments for loan to placements, and music practice facilities; that the provider also extend the recommended reading lists in all relevant modules to include a greater range of texts on theories of group processes and dynamics and a range of psychoanalytic/psychodynamic literature.

**Reason:** The stock of sheet music, keyboard harmony tutors and texts on idiomatic and cultural musical styles was small, and while the other resources do exist within the university it was not clear that students were aware of these resources or how to access them; also, while texts on theories of group processes and dynamics and a range of psychoanalytic/psychodynamic literature were available in the library, these were not referenced in the reading lists for relevant modules.

**SET 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.**

**Recommendation:** That the programme team review the teaching and resourcing relating to cross cultural music therapy practice.

**Reason:** In their feedback to the HPC Panel students identified this as an area they would have liked more input on.

**SET 5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.**

**Recommendation:** That the programme team consider sending students on placement in pairs, wherever possible, as a normal rather than an exceptional practice.

**Reason:** The programme team identified several advantages of pairing students on placement, and no significant disadvantages were evident. Making this a normal practice could improve students' learning experience on placement.

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

**Recommendation:** That the programme team develop a marking grid for the Practical Musicianship assessment (Skills and Practice of Music Therapy module) in line with the SEEC marking grid given in the Contextual Documentation of the programme.

**Reason:** The existing marking grid is not designed for assessment of practical musical tasks. While the panel is confident that high standards of assessment are in place, specifying the criteria used in a marking grid would be good practice and help ensure accurate and fair assessment.

## Commendations

1. The panel commends the generally high standard of documentation, and in particular the Placement Handbook.

### Reason

2. The methods of assessment used for placements and the inclusion of a reflective clinical diary are examples of good practice.

The panel commends the presentation given by the programme team at the approval visit.

### Reason

The presentation allowed the programme team to inform the visitors about the approach and philosophy of the course and to show aspects of the programme not easily included in documentation.

The panel commends the practice of encouraging students to set up their own placements in the third year of the programme.

### Reason

On several occasions in the past such placements had led to new music therapy posts being established, thus developing the profession nationally.

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:

**Donald Wetherick**

**Bruce Bayley**

**Date: 4 February 2006**