

**Health Professions Council
Education & Training Panel – 2 August 2007**

NORDOFF ROBBINS MUSIC THERAPY CENTRE - MA MUSIC THERAPY

Executive Summary and Recommendations

Introduction

At the last meeting of the Education and Training Panel, the Panel discussed an appeal against conditions from the Nordoff Robbins Music Therapy Centre. The Panel decided that they wished to seek the professional view of the Arts Therapist member of the Education and Training Committee, before making a final decision. The professional view has now been received.

Decision

The panel is asked to –

accept the visitors' report for the above named programme, including the conditions recommended by the visitors.

Or

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

If appropriate, the panel is asked to –

approve the programme, in line with the recommendation from the visitors that the condition against SET 3.12 has been met.

Background information

The visit to the Nordoff Robbins Music Therapy Centre was held on the 13–14 February 2007. The outcome of the visit was a recommendation by the visitors that the programme should be approved, subject to two conditions.

The first condition related to SETs 4.1, 4.2 and 3.10. The second condition related to SET 3.12.

The visitors' report was sent to the Nordoff Robbins Music Therapy Centre on the 23 March 2007 (see appendix 1.1). The 28 day period for the Nordoff Robbins Music Therapy Centre to make any representations on the report passed with no representations made from the education provider. The visitors' report was accepted by the Education & Training Panel on the 31 May 2007.

The documentation to meet the conditions from the Nordoff Robbins Music Therapy Centre was received and sent to visitors on 4 May 2007. After

consideration, the visitors agreed that condition 2 had been met; however condition 1 was still outstanding. This feedback was sent to the Nordoff Robbins Music Therapy Centre on the 31 May 2007 (see appendix 1.2. & 1.3)

In response, the Nordoff Robbins Music Therapy Centre sent amended information in relation to the outstanding condition and they also submitted a formal appeal against this original condition on the 4 June 2007 (see appendix 1.5).

The Executive has taken legal advice on how to proceed, as this appeal is outside the 28 day period. The legal advice recommended that the Education & Training Panel consider the education providers' representations and, if necessary, revisit the visitors' report.

The visitors' report and appeal from the education provider were considered by the Education and Training Panel on 5 July 2007. At this Panel, it was decided that professional advice was necessary from the Arts Therapist member of the Education and Training Committee and the Executive was asked to request. The professional view of the Arts Therapist member of the Education and Training Committee has now been received (appendix 1.6)

Resource implications

None

Financial implications

None

Appendices

- 1.1 Visitor Report.
- 1.2 First attempt to meet condition 1 – Extract from the Personal Therapy Handbook
- 1.3 Feedback email to EP outlining outstanding condition to still be met.
- 1.4 Second attempt to meet condition 1 – Extract from the Personal Therapy Handbook
- 1.5 Nordoff Robbins Appeal against condition
- 1.6 Response from the Arts Therapist member of the Education and Training Committee

Date of paper

30 July 2007



Health Professions Council

Visitors’ report

Name of education provider	Nordoff Robbins Music therapy Centre – City University London
Name and titles of programme(s)	MA Music Therapy
Mode of Delivery (FT/PT)	FT
Date of Visit	13 th – 14 th February 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Mr John Strange – Head Music Therapist – Newham Music Trust Mr John Fulton – Art Psychotherapist – NHS Ayresshire & Arran Mr Barry Falk – Art Psychotherapist – Childrens Catholic Society
HPC Executive officer(s) (in attendance)	Miss Daljit Mahoon
Joint panel members in attendance (name and delegation):	Ms Helen Patey – Head of Clinical Services Ms Sophie Hampton – Centre Administrator

Scope of visit (*please tick*)

New Programme	<input type="checkbox"/>
Not been visited since publication of QAA Benchmarks	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 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

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

Requirement (please insert detail)	Yes	No	N/A
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"/>

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

Condition 1

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.

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

SET 3. Programme management and resource standards

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

Condition:

The provider must make every effort to ensure that each student's first period of Personal Music Therapy does not overlap with the start of her/his external Personal Psychotherapy, nor the second period of Personal Music Therapy with the last sessions of Personal Psychotherapy. In the event that an overlap appears likely to be unavoidable, the student concerned must be advised to discuss the matter with both of her/his therapists and ensure that any appropriate communication that may be required is undertaken in order to ensure protection of all parties in advance of the said overlap. The programme team must re submit documentation to ensure that this condition has been met.

Reason:

The Visitors appreciate the value, as elements of the professional training, of Personal Music Therapy within the course and of Personal Psychotherapy external to the course (a requirement under HPC), of whatever kind, subject to approval/recommendation by the awarding Institution as indicated in the document relating to Personal Therapy (including the option of further music therapy) and the Visitors would wish to see both these elements of the training preserved in their present form. The Visitors were however unanimous that if the two forms of therapy, with different practitioners, were to overlap and thus run concurrently, this could pose a potential risk to students' psychological wellbeing. The Visitors recognise that overlaps may have occurred for only a small proportion of students, and are aware that with careful planning and timetabling it should be possible to avoid any future overlaps. Furthermore they understand that in some clinical circumstances, where communication between therapists is well managed, work on two or more domains may be indicated and this form of treatment may be effective. However, in the context of training and meeting the requirements of the SETs and SOPs, (in particular SOP 1a.6: - understanding the value of therapy in developing insight and self-awareness through their own personal experience) the Visitors felt that the mechanisms as to how this degree of communication might be implemented were not outlined in the documentation.

In order to minimise the risk, the Visitors recommend that the above condition should be set:

Condition 2:

SET 3. Programme management and resource standards
3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Condition:

All course documentation should be checked, amended and re-submitted as necessary to conform with the information in the Validation Document, and where possible with its presentation therein, in order to create parity across the documentation.

Reason:

The Visitors found inconsistencies in recording course modules in the Validation Document and the Student Handbooks. They considered that the documentation led to difficulties in ensuring the SETs were met and expressed concern that it might lead to confusion for students interpreting the requirements of the modules.

RECOMMENDATIONS

Recommendation 1

SET 6. Assessment standards
6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

Recommendation:

The form on which the student's personal psychotherapist confirms attendance be amended to specify 30 sessions as the norm

Reason:

As regards the number of sessions of personal psychotherapy students should receive, the Visitors noted with satisfaction that although the HPC does not currently specify a number, the figure of 30 specified in the course documents accords with the curriculum guidance for the profession. However, the Visitors considered that a mechanism to assure compliance with the Personal Therapy component through training should be adequately recorded.

Recommendation 2

SET 3. Programme management and resource standards
SET 3.12. The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme
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.

SET 4. Curriculum Standards

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

Recommendation:

The indicative reading lists should be reviewed and amended so as to reflect more adequately the range of reading, particularly in the area of psychodynamic theory since students are expected to undertake to apply principles of Psychodynamic theory in practice.

Reason:

The Visitors noted with great satisfaction the scope and range of the library stock, but considered the indicative reading lists gave insufficient emphasis to the range of psychodynamic theory that informs practice in the Arts Therapies and Psychotherapy. They understood that students are actually encouraged to read beyond these lists. However the visitors considered that there would be merit in presenting reading lists that directly included such bibliographic references, hence the recommendation.

COMMENDATIONS

- 1) The visitors were impressed with the accommodation and the range of study facilities, in particular with the technology and I.T., books and journals, the music and instruments, the high staff student ratio and the large body of qualified staff.**
- 2) Organisation, communication and support for students is very good**
- 3) All aspect of the programme are under regular review**
- 4) Consistent commitment and involvement of the validating body to the development of the programme.**

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:

**Mr Barry Falk
Mr John Strange
Mr John Fulton**

Date: 13/3/07

wish. In addition, they also have the space to discuss issues about setting up personal psychotherapy in individual tutorials. At the beginning of their psychotherapy, we ask students to make their therapists aware of the 'Confirmation of Personal Psychotherapy' documentation which the therapist will be asked to sign to confirm the period of time they have been therapist to the student.

Two Therapeutic Modalities

It is important for students' therapists to be aware that these two modes of therapy may overlap, resulting in students engaging in two therapeutic modalities simultaneously. Any therapist working with a student from the programme is given a copy of this handbook, and students are asked to notify therapists in advance should overlap be likely to occur.

Confidentiality

Three components of the programme are confidential and unassessed: the clinical support group, personal music therapy and psychotherapy. *However, should any of the therapists involved have serious or grave concerns about a student's well-being and/or fitness to practise, they should bring this to the attention of the Head of Training.* Students are aware of this safeguard.

Any queries can be directed to the Head of Training and the Year One Co-ordinator on 020 7267 4496.

Nordoff Robbins - appendix 1.3 - Feedback email to EP outlining outstanding condition to still be met

31/05/2007 11:04	cc	
	bcc	
	Subject	Re: NR MMT HPC VISIT REPONSE

Dear XXX,

I hope you are well,

I have recieved feedback from the visitors regarding the documentation to meet conditions.

I'm happy to state that the visitors felt that condition 2 has been met.

However with Condition 1 the visitors were pleased to see that a paragraph had been included in the personal therapy handbook (page 8) but strongly felt that this paragraph needs to be expanded.

This paragraph needs to convey more strongly the intention to avoid the overlapping of therapies and to clearly address the reasons why the two therapeutic modalities should not overlap, i.e. why the institution should strive to ensure that the two therapeutic modalities do not overlap. The Visitors acknowledge the undertaking that Tutors will discuss PT with students but this needs to be clearly outlined within the documentation, for at present this paragraph does not reflect or adequately address the reasons given by the Visitors for setting the Condition.

To sum up it's really a case of expanding this paragraph to ensure the above points have been included (you could use the visitors wording that they used within the reason for this condition presented within the report if that helps).

I hope this all makes sense and would like to try to get your programme through to the E&T Panel on July 5th 2007 where the submission deadline is June 25th whereby visitors need at least minimum of two weeks prior to check the condition is met, so if possible it would be great if you can submit the documentation (can email the PT Handbook which has the amended/expanded paragraph on page 8), by 11th June. If we do miss the Panel in July the next Panel in August will be the final panel for submissions for programme approval for all programmes starting in September 2007. I hope we can get it through the July Panel. Let me know your thoughts.

Many thanks

Kind regards

XXX

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Two Therapeutic Modalities

It is important for students' therapists to be aware that these two modes of therapy may overlap, resulting in students engaging in two therapeutic modalities simultaneously. The professional implications of having therapy simultaneously in 2 therapeutic modalities are carefully considered in personal tutorials with students. Any therapist working with a student from the programme is given a copy of this handbook, and students are asked to notify therapists in advance should overlap be likely to occur.

Confidentiality

Three components of the programme are confidential and unassessed: the clinical support group, personal music therapy and psychotherapy. *However, should any of the therapists involved have serious or grave concerns about a student's well-being and/or fitness to practise, they should bring this to the attention of the Head of Training.* Students are aware of this safeguard.

Any queries can be directed to the Head of Training and the Year One Co-ordinator on 020 7267 4496.



NORDOFF-ROBBINS MUSIC THERAPY

2 Lissenden Gardens, London NW5 1PQ
Tel: 020 7267 4496 Fax: 020 7267 4369
Email: admin@nordoff-robbins.org.uk
Web: www.nordoff-robbins.org.uk

4th June 2007

Dear XXX,

re: Report on HPC visit of February 13th- 14th 2007

Thank you for your email of 13th March, informing us that the visitors are satisfied with the documentation changes the programme has made in relation to Condition 1.

However, you also note that the visitors ask that, in relation to Condition 1, the documentation should “convey more strongly the intention to avoid the overlapping of therapies and to clearly address the reasons why the two therapeutic modalities should not overlap.”

In the original report, Condition 1 was related by the HPC visitors to SETs 4.1 and 4.2, and SET 3.10, and, having considered these SETs in detail, we would now wish to appeal against this Condition, on the grounds set out below.

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.” In the report, this would seem to be related in particular to SOP 1a6 – *‘understanding the value of therapy in developing insight and self awareness through their own personal experience’*.

- i. The modality of music used as therapy, as in the Nordoff-Robbins approach, is uniquely different from verbal therapy, in that the clinical focus is held within musical improvisation, working within the ‘here-and-now’ musical-therapeutic relationship, and is not interpreted or worked with in transference/verbal terms, either during or following improvisational material.
- ii. It is current practice in other HPC validated music therapy training programmes to have 2 forms of personal therapy in different modalities running simultaneously, for example where students have both individual psychotherapy and group music therapy.

(We would also note that in some UKCP registered psychotherapy trainings students have 2 forms of therapy in the same modality, e.g. individual and group psychotherapy with different therapists simultaneously during training.)

SET 4.2

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

- i. The music therapy professional body has no documentation or curriculum guidelines which suggest that an overlap of therapeutic modalities is contra-indicated or against the ‘philosophy, values, skills and knowledge base’ of the profession.
- ii. As referred to in SET 4.1 ii) above, it is the practice in music therapy trainings for students to experience 2 parallel therapies.

SET 3.10

“A system of academic and pastoral student support must be in place.”

- i. The programme documentation, i.e. the Validation Document (Supplementary Information p71 – 72) and Student Handbooks (Year One p29-30, Year Two p26-27) clearly lay out the extensive academic and pastoral student support provided for students.
- ii. It has now been further expanded in the Personal Therapy Document (p8) to clarify that students have support within personal tutorials to consider the implications of therapies in the case of different modalities running simultaneously.

General Points

- i. It is important to note that students do have the experience of music therapy and psychotherapy without overlap within the first year of training. An overlap would only occur in the case of a student either not having fulfilled the requisite number of hours of psychotherapy, or wishing to continue with psychotherapy throughout the 2nd year of training. The implications of this would be carefully discussed with any student in this position.
- ii. The HPC Visitors have acknowledged in their report that clinical circumstances do occur where work on both domains simultaneously may be indicated and effective. We would therefore feel that an overlap of modalities does not in any way

Nordoff Robbins - appendix 1.5 - Appeal against condition

pose a risk to students' psychological wellbeing, and in fact can be a helpful learning experience in relation to their future practice.

I look forward to hearing from you, and also very much hope that it will be possible to meet the deadline for the July meeting.

With best wishes,

XXX

Education and Training Panel

From: Professor Diane Waller

25th July 2007

Dear Abigail,

Many thanks for your letter of today. I have given this a great deal of thought and respect the concerns of the visitors concerning the important issue of students' personal therapy. I have looked at the philosophy of treatment of the Nordoff-Robbins Music Therapy centres (where I have myself been a visitor in the past) and considered this against the visitors' conditions. The N-R approach is psychodynamically informed, but, unlike the majority of art therapy approaches, it is not psychodynamically based. This is a difference that is quite subtle but leads me to feel that should there be an overlap between the students' personal psychotherapy (which would be psychodynamic) and their music therapy, this would not be damaging to the students. In my view, it would be better if these two forms of therapy could be clearly separated, but I do know of examples where adult and child patients receive both verbal psychotherapy and an arts therapy, in parallel, to good effect. It would of course be *essential* for both therapists concerned, and the student, to be fully aware of and in agreement for any overlap. I notice that the Centre does indicate this.

I think that the visitors would have been correctly concerned about possible confusion, about 'splitting' between the two therapists and complexities in transference material, but given the predominantly music-based interventions in the N-R model (ie using different musical timbres, dynamics, structures, styles and idioms to intervene and address defences as well as offering new experiences to the clients), this should be minimal and could be handled through open, frank supporting tutorials and through discussion in the therapy itself.

My feeling is that if it is carefully explained to the students that normally the two forms of therapy will be separately timed, but should there be an overlap the following would be the case: (then an explanation about the N-R model and why overlapping with a verbal psychodynamic approach would be feasible given knowledge and permission from all concerned etc and how any issues arising would be handled etc..). it is permissible to have an overlap. I wouldn't feel very comfortable with stipulating that there should *never* be an overlap as I feel this is perhaps too rigid. .

I hope this is helpful. Kind regards Di