

Health Professions Council

Visitors' report

Name of education provider	Nordoff-Robbins Music Therapy Centre (North West) (programme delivered at Royal Northern College of Music and validated by City University)
Name and titles of programme(s)	MA in Music Therapy (Community Music Therapy / Nordoff-Robbins)
Mode of delivery (FT/PT)	PT
Date of visit	5 th – 6 th June 2007
Proposed date of approval to commence	September 2008
Name of HPC visitors attending (including member type and professional area)	John Strange (Clinician, Music Therapist) Teresa Boronska (Educationalist, Art Therapist)
HPC executive officer(s) (in attendance)	Osama Ammar
Joint panel members in attendance (name and delegation):	Helen Patey (Chair), Nordoff-Robbins Music Therapy Centre, London Simon Procter (Secretary), Nordoff-Robbins Music Therapy Centre, London

Scope of visit (please tick)

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>
New Profession	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	15
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ALL CONDITIONS MET

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

CONDITIONS

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

Condition: The programme team must draft and submit advertising material to clearly articulate the innovative approach of the MA in Music Therapy (Community Music Therapy / Nordoff-Robbins).

Reason: The Visitors felt the programme title accurately reflects the music therapy content of the programme, but considered the innovative nature of the programme was not clear. In order to allow applicants to determine whether the programme's approach to music therapy was the most appropriate for them, the Visitors felt the advertising material should contextualise the programme within the existing music therapy provision in the UK.

2.2.1 apply selection and entry criteria, including evidence of a good command of written and spoken English;

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate the process for determining an applicant's English language skills.

Reason: The programme documentation and the subsequent validation report indicated a discrepancy in the method of assessment of an applicant's English language skills. In discussion, the Visitors felt the use of an entry requirement of 6.5-7.0 IELTS and an assessment of a short unprepared written assignment was an appropriate method of determining an applicant's ability. Accordingly, the Visitors felt the programme documentation must be updated to include this information.

SET 3. *Programme management and resource standards*

3.1 The programme must have a secure place in the education provider's business plan.

Condition: Nordoff-Robbins Music Therapy Centre North West and the Royal Northern College of Music must submit the final draft of the memorandum of agreement between institutions.

Reason: In the submitted documentation a draft copy of the memorandum of agreement was provided, however, in discussion it was apparent there were some areas subject to negotiation. In order to effectively determine the appropriateness of the memorandum of agreement and accordingly the security of the programme in both institutions' business plans, the Visitors require the final version of the agreement.

3.1 The programme must have a secure place in the education provider's business plan.

Condition: Nordoff-Robbins Music Therapy Centre North West and the Royal Northern College of Music and City University must provide evidence of a secure venue for the programme for at least the first cohort.

Reason: In the discussion with senior management, it was clear City University would take responsibility for locating alternate premises for delivery of the programme in the unlikely event the tenancy agreement between institutions was terminated. However, the Visitors felt documentary evidence of the security of the venue was required in order to evidence the longer term commitment to resources and the need to reduce potential risks to the programme's delivery.

3.8 The facilities needed to ensure the welfare and well-being of students must be both adequate and accessible.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate the types of support available to students from all three institutions.

Reason: The submitted documentation provided much information about available support, but in discussion it was apparent that there would be available some additional resources such as: the Nordoff-Robbins student support budget; a limited period of Nordoff-Robbins funded psychological support; and dyslexia support offered through the CityScape virtual learning environment.

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.

Condition: The programme team must redraft and resubmit the programme documentation to clearly identify texts in the recommended reading lists to address standards of proficiency "3a.1 – know theories of group work and the management of group process"; and "3a.1 – understand the psychological and cultural background to health and be aware of influences on the client-therapist relationship".

Reason: The Visitors felt that in order to ensure the above standards of proficiency are sufficiently embedded in the programme, the programme team must revisit the recommended reading list to ensure there is adequate coverage of these areas.

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.

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

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate where standard of proficiency "1b.1 – know the professional and personal scope of their practice and be able to make referrals" is delivered in the learning outcomes and subsequently assessed.

Reason: In discussion, the programme team conceded the above standard of proficiency was not a clear learning outcome. Accordingly, the Visitors felt the programme team must revisit the learning outcomes to embed it into the curriculum.

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.

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

Condition: The programme team must submit outlines and indicative content of the “professional knowledge domain” documents.

Reason: In order to effectively determine how the “professional knowledge domain” documents will incorporate standard of proficiency 3a.1, reflect the curriculum guidance and operate as a teaching and learning approach, the Visitors require an indication of the content and an outline of how the document will be structured.

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

Condition: The programme team must submit the two draft practice guides that have already been produced.

Reason: In order to effectively determine how the practice guides will operate as a teaching and learning approach or impact on teaching and learning in placement, the Visitors require the opportunity to assess the appropriateness of the documents.

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate that individual module assessments may be taken forward to contribute to the portfolio word count for each year.

Reason: In discussion, it was indicated that, after the initial formative assessment of each module assessment, the submission may be redrafted and submitted to contribute to the portfolio at the end of each year. The submitted documentation did not reflect this option and in order to make it clear to students, the Visitors felt the documentation must be revised.

SET 5. *Practice placements standards*

Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and

6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate to students and practice educators the professional aspects of practice that may lead to failure.

Reason: The submitted documentation, though making clear failure could be as a consequence of unprofessional behaviour, did not make reference to the HPC Standards of Conduct, Performance and Ethics. Accordingly, the Visitors felt practice educators and students required greater clarification of the risk of failure as a result of failing to meet professional standards.

SET 6. Assessment standards

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register, unless other arrangements are agreed.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate the rationale for maintaining assessment standards through the appointment of an external examiner through City University's process and a Music Therapist advisor using Nordoff-Robbins Music Therapy Centre's process.

Reason: The programme documentation did not indicate that the City University appointed external examiner would necessarily be a Music Therapist. Accordingly, the Visitors require confirmation that the arrangements for appointing an external examiner and a Music Therapist advisor will ensure assessment standards are being maintained.

Deadline for conditions to be met: 23rd November 2007

Expected date visitors' report submitted to Panel for approval: 2nd August 2007

Expected date programme submitted to Panel for approval: 4th December 2007

RECOMMENDATIONS

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 programme team should include greater emphasis on clinical improvisation in the programme.

Reason: The Visitors recognise graduates will have the skills and knowledge to be able to improvise in the clinical environment. However, through increased emphasis in the programme, the Visitors feel graduates will be better developed and prepared for clinical improvisation.

SET 5. *Practice placements standards*

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Recommendation: The programme team should consider separating the practice educator and student practice handbooks.

Reason: The Visitors recognise the practice educator and student practice handbook as a single document is appropriate to its purpose. However, in order to assist students and practice educators, the Visitors feel the document may be clearer if separated into two separate handbooks.

COMMENDATIONS

The Visitors commend:

- The work already invested by Nordoff-Robbins Music Therapy Centre North West into the region and how the new programme fits into already established client settings and further develops Music Therapy in the region.
- The venue at the Royal Northern College of Music. The Visitors recognised the potential for innovative collaboration and future development between the Royal Northern College of Music and Nordoff-Robbins Music Therapy Centre North West
- The implementation of the CityScape virtual learning environment in the delivery of the new distance learning model of music therapy pre-registration education.

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:

John Strange

Teresa Boronska

Date: 8th June 2007