

## Health Professionals Council

### Visitors' report

<b>Name of education provider</b>	University of Derby
<b>Name and titles of programme(s)</b>	MA Music Therapy
<b>Mode of Delivery (FT/PT)</b>	F/T
<b>Date of Visit</b>	1 <sup>st</sup> /2 <sup>nd</sup> March 2006
<b>Proposed date of approval to commence</b>	September 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Pauline Etkin, Music Therapist Jennifer French, Music Therapist
<b>HPC Executive officer(s) (in attendance)</b>	Joanna Kemp
<b>Joint panel members in attendance (name and delegation):</b>	Dougie Carr, Faculty FQC Fiona Church, University AQSC Dominique Davison (Chair, Joint Panel) Christine Jones, University BCL Terri King (Secretary of joint Panel)

**Scope of visit (please tick)**

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

**Part 1.**

**1.1 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	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	X	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input type="checkbox"/>	X	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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 2 Programme admissions**

**The admission procedures must:**

**2.2 apply selection and entry criteria, including:**

**2.2.1 evidence of a good command of written and spoken English;**

**2.2.2 criminal convictions checks;**

**2.2.3 compliance with any health requirements; and**

**Condition 1:** Include clear and precise information on the selection of entry criteria including:

- the language proficiency requirement (IELTS level 7),
- criminal conviction checks,
- health requirements in all relevant documentation

**Reason:** From the Visitors reading of the documentation, it was unclear what selections and entry criteria there were for these areas.

**2.2.4 appropriate academic and/or professional entry standards;**

**Condition 2:** To be explicit about the level of musicianship required for entry onto the programme.

**Reason:** From the Visitors reading of the documentation, it was unclear what the level of musicianship was.

### **SET 3. Programme management and resource standards**

**3.3 There must be a named programme leader who has overall responsibility for the programme and should be either on the relevant part of the HPC or otherwise appropriately qualified and experienced.**

**Condition 3:** An appropriately qualified and registered programme leader must be in place before the programme can commence.

**Reason:** There is no named programme leader at present.

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

**Condition 4:** The education provider needs to ensure that there is appropriately qualified and experienced lecturing staff for each component of the programme.

**Reason:** From the Visitors reading of the documentation, it was not clear who will be coordinating and teaching modules.

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

**Condition 5:** Documentation must include provision for gaining informed consent from students where they participate as patients or clients in practical and clinical teaching (the experiential group).

**Reason:** This is not included 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 6:** There must be revised documentation about how the learning outcomes are to meet the Standards of Proficiency for Arts Therapists.

**Reason:** There is insufficient evidence to determine whether the Standards of Proficiency can be met.

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

**Condition 7:** The programme must reflect in full the skills and knowledge as articulated in the standards of proficiency for arts therapists.

**Reason:** There is insufficient evidence to determine whether the Standards of Proficiency can be met.

**4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.**

**4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.**

**Condition 8:** The documentation must clearly demonstrate the integration of theory and practice, to include evidence based practice.

**Reason:** From the Visitors reading of the documentation, it was not clear how the programme will meet these Standards. This is required to ensure safe and effective practice.

## **SET 5. Practice placements standards**

**5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.**

**5.3 The practice placement settings must provide:**

**5.3.1 a safe environment; and for**

**5.3.2 safe and effective practice**

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

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

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

**Condition 9:** The education provider must supply specific information on placements to include:

- the range covered,
- placement supervisors,
- systems of selection, monitoring and evaluation of placement institutions and supervisors,
- the arrangements for and frequency of discipline specific supervision, which is to be provided individually or in small groups.

**Reason:** There is no documentary evidence of this information, or to ensure these processes are in place.

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

**5.7.5 communication and lines of responsibility.**

**Condition 10:** The lines of communication and responsibility, including any action to be taken in case of difficulty and/or failure, must be clarified in documentation.

**Reason:** From the Visitors reading of the documentation, it was not clear how these processes would be implemented.

**5.8 Unless other arrangements are agreed, practice placement educators:**

**5.8.1 have relevant qualification and experience;**

**5.8.2 are appropriately registered; and**

**5.8.3 undertake appropriate practice placement educator training.**

**Condition 11:** The education provider must ensure that the documentation demonstrates that placement educators will have relevant qualifications and experience, be appropriately registered, and clarify how placement educator training will be provided.

**Reason:** From the Visitors reading of the documentation, it was not clear how this would be implemented and monitored.

**5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.**

**Condition 12:** The education provider must have mechanisms by which they will ensure that placement providers will have an equal opportunities and anti-discriminatory policy, along with mechanisms for monitoring these policies.

**Reason:** From the Visitors reading of the documentation, it was not clear how this would be implemented and monitored.

## **SET 6. Assessment standards**

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

**6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.**

**Condition 13:** The education provider must clearly articulate in the documentation, that appropriate assessment methods are employed to measure learning outcomes and skills, and to ensure that students can demonstrate fitness to practice in a safe and effective manner.

**Reason:** From the Visitors reading of the documentation, it was not clear how the programme will meet these Standards.

**6.7 Assessment regulations clearly specify requirements:**

**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;**

**6.7.3 for an aegrotat award not to provide eligibility for admission to the Register;**

**Condition 14:** Documentation must be corrected to show that the MA is the point of entry onto the HPC register, and must also clarify the title/s of any aegrotat awards which do not lead to eligibility for registration.

**Reason:** Documentation needs to be revised in order to meet these Standards.

**6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.**

**Condition 15:** The education provider must appoint an external examiner from the relevant part of the register.

**Reason:** There is no named External Examiner at present.

**Deadline for Conditions to be met: 27 November 2006**

To be submitted to Approvals Panel/Committee on: 17<sup>th</sup> May 2006

## **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 education provider clarify and consolidate programme information in order to facilitate students to make an informed choice about whether to take up an offer of a place.

**Reason:** The information does not facilitate this choice.

### **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.**

**Recommendation:** The education provider to employ more than one music therapist.

**Reason:** There is not an adequate number of appropriately qualified and experienced staff to deliver an effective music therapy 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.**

**Recommendation:** That learning resources should be expanded and updated with specific reference to music therapy texts, journals, CDs (including music tutorials), and instruments.

**Reason:** This is a new course at Masters level and will require expanded resources.

### **SET 6. Assessment standards**

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

**Recommendation:** The education provider may wish to consider whether the external examiner should moderate all of the final clinical presentations for fitness to practice and to assess the musical clinical practice of students.

**Reason:** This would consolidate and ensure high standards in assessment.

### **Commendations**

- **The visitors commend the support of the management team for the programme.**
- **The visitors commend the quality of the new resource for clinical practice.**
- **The visitors commend the scope and potential of interdisciplinary learning between the different schools and faculties of the university.**

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:**

**Pauline Etkin**

**Jennifer French**

**Date: 10/03/2006**