Visitors' report

Name of education provider	Roehampton University
Programme name	MA Music Therapy
Mode of delivery	Full time Part time
Relevant part of HPC Register	Arts therapist
Relevant modality / domain	Music therapy
Date of visit	29 – 30 June 2010

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Music therapist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 3 September 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 16 September 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 23 September 2010. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 21 October 2010.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider did not validate or review the programme at the visit and the professional bodies did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit. The visit also considered the following programmes - MA Dramatherapy and MA Art Psychotherapy. Separate reports exists for these programmes.

Visit details

Name of HPC visitors and profession	John Strange (MusicTherapist) Patricia Fillis (Radiographer)
HPC executive officer(s) (in attendance)	Mandy Hargood
HPC observer	Alison Dittmer
Proposed student numbers	8 Full time 4 Part time
Initial approval	1 September 2006
Effective date that programme approval reconfirmed from	September 2010
Chair	Claire Ozanne (Roehampton University)
Secretary	Lucy Heming (Roehampton University)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators/mentors	☒	☐	☐
Students	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.
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The visitors agreed that 52 of the SETs have been met and that conditions should be set on the remaining 5 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors have also made a commendation. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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

Condition: The education provider must revisit the advertising material on the website to ensure that the information is up to date and that terminology in use is accurate and reflective of the current terminology used in relation to statutory regulation.

Reason: The website information submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, there were instances of out-of-date terminology in reference to HPC providing state registration for students who complete the programme. The HPC does not provide state registration; instead they are eligible to apply to the HPC for registration as a Music Therapist.

Also the visitors found that there were instances on the website where the information for the programme was out of date. Therefore the visitors would like to receive revised website information with the correct terminology and correct information available to applicants for the programme to ensure that this standard is met.

2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must provide documentation that clearly specifies what the health requirements for entry to the programme are.

Reason: Prior to the visit the visitors received the programme specification that would be available for potential applicant to view. In the documentation it was not clear what the specific health requirements to the programme were. During the meeting with the programme team, the visitors were informed that applicants are informed of the health requirements for entry to the programme on application and at interview.

In order to be assured that this standard is met the visitors would like to receive revised documentation that clearly articulates the health requirements for entry to the programme as described by the programme team.

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

Condition: The education provider must provide clearly articulated documentation to demonstrate how it approves and monitors all practice placements

Reason: The visitors received a clinical placement handbook prior to the visit. Included in this document there was a form that was completed by the practice

placement manager. Also it was not clear when the placement was monitored subsequently to ensure that the information provided on the form was accurate.

During the meeting with the practice placement educators and the programme team it was clear that initial approval and monitoring via placement visits by the programme teams and regular liaison with the placement providers did happen. It was clear that the programme team and the practice placement educators monitored the placements, but this appeared to be completed when a placement came on to the list of available placements and it was unclear if there was a regular monitoring of the placement. The forms are completed by the practice placement manager and returned to the education provider. It was not clear what role the education provider played in the approval and monitoring of the placement. Therefore the visitors would like to receive revised documentation that clearly articulates how all placements are approved and monitored.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The education provider must provide clearly articulated documentation that specifies how the standards of proficiency (SOPs) are assessed summatively.

Reason: The visitors could not determine from their reading of the documentation how the SOPs were to be assessed summatively. Therefore they could not determine if this standard was met in terms of a student meeting the standards of proficiency for music therapy.

In the meeting with the programme team the visitors discussed how the SOPs were being assessed summatively. The programme team discussed how the SOPs were assessed both academically and practically and that the academic supervisor, clinical supervisor, placement supervisor and students were aware of how the SOPs were assessed summatively.

The visitors would like to receive documentation that clearly identifies specifies how the SOPs are assessed summatively so that they can be assured that a student who successfully completes the programme meets the standards of proficiency for their part of the register..

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education provider must provide clearly articulated documentation that specifies how the standards of proficiency (SOPs) are assessed summatively on practice placement.

Reason: The visitors could not determine from their reading of the documentation how the SOPs were to be assessed summatively whilst a student was on placement. Therefore they could not determine if this standard was met in terms of a student meeting the standards of proficiency for music therapy.

In the meeting with the programme team the visitors discussed how the SOPs were being assessed summatively on practice placement. The programme team discussed how the SOPs were assessed both academically and practically and that the academic supervisor, clinical supervisor, placement supervisor and students were aware of how the SOPs were assessed summatively.

The visitors would like to receive documentation that clearly specifies how the SOPs are assessed summatively on practice placement to be assured that the student will be fit to practice.

Recommendations

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Recommendation: The education provider should consider including references to the HPC Guidance on conduct performance and ethics for students in relevant module reading lists.

Reason: The visitors were content that the education provider was including the HPC's standards of conduct, performance and ethics in the reading lists and these were appropriately referenced. The visitors considered that by including the HPC Guidance on conduct, performance and ethics for students in relevant module reading lists it would enhance the student learning and provide the students with the tools to understand what would be required of them when they become practitioners.

4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.

Recommendation: The education provider should consider reviewing the learning matrix in section 4 of the programme specification document so that it reflects the relationship between the learning and teaching methods and the learning outcomes listed.

Reason: The visitors were content that this standard was met but considered that the matrix could be misleading. The visitors reviewed the matrix in section 4 of the programme specification and noted that the learning outcomes listed did not match the assessment criteria or the other teaching and learning approaches for the programme. The visitors considered that the matrix was not critical in the meeting of this standard but the visitors considered if the programme team wanted the matrix in the document, it should be accurate.

During the meeting with the programme team the programme lead thanked the visitors for pointing out that the matrix could be misleading and that he would correct it.

Commendations

The visitors wish to commend the following aspects of the programme:

Commendation: The education provider's unique book retrieval and collection service for students on the programme.

Reason: As the programme holds attendance weekends, it is often difficult for students to access the library services. However students are able to request the library books they require and the library then arranges deliver to the students on the weekend days they attend the programme. The return of the library books is also made easy by having drop off boxes available to students even if the library is closed. The visitors saw this as innovative and best practice.

Information about this can be found at the following web link
http://studentzone.roehampton.ac.uk/library/

John Strange
Patricia Fillis