

HCPC approval process report

| | |
|----------------------|-----------------------------|
| Education provider | University of Derby |
| Name of programme(s) | MA Music Therapy, Full time |
| Approval visit date | 25 October 2017 |
| Case reference | CAS-11908-F4W5Q8 |

Contents

| | |
|--|----|
| Section 1: Our regulatory approach..... | 2 |
| Section 2: Programme details..... | 3 |
| Section 3: Requirements to commence assessment..... | 3 |
| Section 4: Outcome from first review..... | 4 |
| Section 5: Outcome from second review..... | 16 |
| Section 6: Visitors’ recommendation..... | 19 |
| Section 7: Future considerations for the programme(s)..... | 20 |

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 7 of this report.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

| | |
|-----------------|----------------------------------|
| Elaine Streeter | Arts therapist - Music therapist |
| Pauline Etkin | Arts therapist - Music therapist |
| Deirdre Keane | Lay |
| Niall Gooch | HCPC executive |

Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

| | | |
|---------------------|--|-----------------------------|
| Elaine Owen | Independent chair (supplied by the education provider) | University of Derby |
| Caroline Harahan | Secretary (supplied by the education provider) | University of Derby |
| Doug Carr | Internal panel member | University of Derby |
| John Robertson-Begg | Internal panel member | University of Derby |
| Peter Whelan | External member of internal panel | Independent music therapist |

Section 2: Programme details

| | |
|------------------------|-------------------|
| Programme name | MA Music Therapy |
| Mode of study | FT (Full time) |
| Profession | Arts therapist |
| Modality | Music therapist |
| Proposed first intake | 01 September 2018 |
| Maximum learner cohort | Up to 20 |
| Intakes per year | 1 |
| Assessment reference | APP01709 |

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

| Required documentation | Submitted | |
|---|--------------|---|
| Programme specification | Yes | |
| Module descriptor(s) | Yes | |
| Handbook for learners | Yes | |
| Handbook for practice based learning | Yes | |
| Completed education standards mapping document | Yes | |
| Completed proficiency standards mapping document | Yes | |
| Curriculum vitae for relevant staff | Yes | |
| External examiners' reports for the last two years, if applicable | Not Required | The programme is not running yet so no external examiners' reports are available. |

We also expect to meet the following groups at approval visits:

| Group | Met | Comments |
|---|-----|--|
| Learners | Yes | We met with learners from the following programmes as the programme is not running yet: MA Dramatherapy (HCPC-approved) MA Art Therapy (HCPC-approved) BA (Hons) Creative Expressive Therapies |
| Senior staff | Yes | |
| Practice education providers and educators | Yes | As the programme is not running yet, we met with practice education providers and educators who work with the University of Derby on the following programmes: MA Dramatherapy (HCPC-approved) MA Art Therapy (HCPC-approved) BA (Hons) Creative Expressive Therapies |
| Service users and carers (and / or their representatives) | Yes | |
| Programme team | Yes | |
| Facilities and resources | Yes | |

Section 4: Outcome from first review

Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient

evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that 30 of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 12 January 2018.

2.1 The admissions process 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 demonstrate how they will make it clear to applicants that they will need to fund their own personal therapy.

Reason: The visitors were aware from reading programme documentation that it was a requirement of the programme that all learners undertake personal therapy. They considered that this was a reasonable requirement, and noted from discussions with learners and the programme team that the education provider would be able to help learners find local therapists. However, they were not able to determine from the programme documentation where it would be made clear to applicants that each learner would have to fund their own therapy. They therefore require the education provider to amend the information provided to applicants in order to make this clear, so that applicants have the information they require to take up an offer of a place on the programme.

2.2 The selection and entry criteria must include appropriate academic and professional entry standards.

Condition: The education provider must demonstrate how they will assess all applicants' musical skills as required by the standards of proficiency.

Reason: The visitors reviewed documentation relating to admissions and discussed the subject with the programme team. The programme specification (page 10) states that applicants "are usually expected to demonstrate competence in music and musicianship at Grade 8 or equivalent in a first instrument, plus a high level of competency in an additional instrument". The visitors considered that this could be an appropriate entrance requirement. However, they did note the use of the word "usually", which suggested that some applicants might not have to meet the requirement, and in discussion with the programme team were not able to clarify under what circumstances the requirement might be waived. In addition they noted that the education provider had not clarified a timescale within which an applicant would be expected to have gained their highest qualification – for example, a maximum length of time since the Grade 8 was gained. The visitors also noted that the education provider have not included any formal musical instruction on the programme, and so appeared to be intending to use

admissions policy to ensure that learners meet SOP 13.34, which states that graduates should “be able to play at least one musical instrument to a high level, and to use their singing voice and a keyboard / harmonic instrument to a competent level”. With this in mind, they were unclear how the education provider would be sure that graduates would meet SOP 13.34 with admissions requirements as they currently are. The visitors noted that there is a link to the condition under SET 4.1, regarding the connection between learning outcomes and standards of proficiency. They therefore require the education provider to submit further evidence demonstrating that the selection and entry criteria include appropriate academic and professional standards.

2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.

Condition: The education provider must demonstrate that their process for applicant DBS checks enables them to assess the suitability of applicants in an appropriate way.

Reason: From review of programme documentation, the visitors were unclear about the process for applicants’ DBS checks. In the programme handbook it states both that enrolment on the programme is dependent on passing a DBS check, and that the DBS check takes place once a learner’s enrolment in the programme is complete. This discrepancy meant that the visitors were not able to determine whether the programme was assessing the suitability of applicants appropriately. They therefore require the education provider to demonstrate that their admissions process assesses applicants’ suitability, including criminal convictions checks.

2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.

Condition: The education provider must demonstrate how they will assess applicants’ psychological preparedness and suitability for training as a music therapist, and for undergoing personal therapy.

Reason: The visitors were able to review documentation relating to admissions. From this review and from discussion with the programme team they were aware that the education provider intends to assess applicants’ psychological readiness to train as a therapist. This is in order to minimise the risk of them not being able to meet the SOPs for arts therapists, including the SOPs specific to music therapists, at the end of the programme. They also noted that the education provider intends to assess applicants’ psychological readiness to undertake personal therapy, since such therapy will be compulsory on the programme. However, they were not clear how the education provider intends to undertake this assessment, and so could not be certain that they would ensure that applicants complied with health requirements. They therefore require the education provider to demonstrate how they will ensure that applicants comply with the programme’s health requirements.

2.6 There must be an appropriate and effective process for assessing applicants’ prior learning and experience.

Condition: The education provider must demonstrate how they will appropriately and effectively assess applicants’ prior learning and experience.

Reason: The visitors reviewed documentation relating to how the education provider would take into account prior learning and experience. They were referred to page 10 of the programme specification, to a generic University of Derby policy, and to the website for applicants. The programme specification and the website both referred to the need for “significant relevant experience” for those not meeting the normal entry requirements. The programme specification added that “applicants who do not hold a degree qualification, but have significant relevant experience will be considered for entry onto the programme, subject to demonstrating the required skills and attributes to enable them to undertake the programme.” It was not clear to the visitors from these documents how the education provider would assess what counted as “significant relevant experience” or “skills and attributes”. Further discussion with the programme team did not provide further clarity on what process or criteria would be in place for ensuring that applicants’ prior learning and experience would be assessed in an appropriate and effective way. The visitors therefore require the education provider to demonstrate how they will appropriately and effectively assess applicants’ prior learning and experience.

3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

Condition: The education provider must demonstrate that they have an effective process in place for identifying and appointing an appropriately qualified and experienced person holding overall professional responsibility for the programme.

Reason: From discussions with the senior team, the visitors were aware that they had not yet identified a person who would hold overall professional responsibility for the programme from the planned start date in September 2018. They noted that the member of staff identified as having taken the lead on the development of the programme would not be taking up this role. From their review of the programme documentation, they were not clear about the process for appointing the person holding overall professional responsibility for the programme. The education provider referred to page 30 the programme handbook in the mapping for this standard. This contained a broad job description but not an indication of the process by which a suitable person would be appointed, and from discussions with the senior team and programme team the visitors did not obtain further clarity about these issues. The visitors therefore require the education provider to demonstrate that they have an effective process for ensuring that the person with overall professional responsibility for the programme is appropriately qualified and experienced.

3.5 There must be regular and effective collaboration between the education provider and practice education providers.

Condition: The education provider must demonstrate that there is regular and effective collaboration with practice education providers.

Reason: The visitors were able to discuss the existing arrangements for collaboration between the education provider and practice education providers relating to the existing HCPC-approved arts therapy provision. They were given verbal reassurances by the programme team that collaboration has taken place in the development of this programme, but they were not able to see from the evidence provided the nature or

extent of this collaboration. In their mapping document, the education provider referred to narratives of responsibilities of the education provider and practice education providers relating to collaboration in the programme, but the visitors considered that this did not provide evidence of regular and effective collaboration itself. In discussion with practice education providers, the visitors were informed that some practice educators considered that collaboration with the education provider was not regular and effective. It appeared that such collaboration tended to be driven by existing relationships between individuals rather than by a formal process, and that it tended to be reactive. It was not clear to the visitors whether formal records were kept of meetings and communications between the education provider and practice education providers. They were also unable to determine from the evidence provided and from discussions the level of input that practice education providers had had into the development of the new programme. They therefore require the education provider to demonstrate how they will ensure regular and effective collaboration with practice education providers.

3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Condition: The education provider must demonstrate that there is an effective process to ensure access to practice-based learning for all learners.

Reason: From review of the programme documentation and discussions at the visit, the visitors were aware that learners on the programme were expected to source their own practice-based learning. In discussions with learners on the existing HCPC-approved arts therapy programmes, the visitors were informed that some learners, especially those coming from overseas, had problems finding their first practice-based learning and that they had been delayed in starting their practice-based learning as a result. The programme team had been made aware of these issues and had helped learners to resolve them. However, this had taken some time, and appeared to have been done on ad hoc basis. It was a particular problem because practice-based learning is intended to start very early in the programme. The visitors considered the experience of these learners in the context of discussions with the programme team, and keeping in mind that this programme is based on the model for the existing arts therapy programmes. There did not appear to be a formal process in place for ensuring that there was timely and sufficient availability and capacity of practice-based learning in both years of the programme. The visitors therefore require the education provider to demonstrate how they will ensure that all learners are enabled to secure practice-based learning in good time for the scheduled start of all practice-based learning blocks, whether in the first or second years of the programme.

3.7 Service users and carers must be involved in the programme.

Condition: The education provider must demonstrate how they will involve service users and carers in the programme.

Reason: The visitors were able to meet with representatives of the Experts By Experience (EBE) group that works with health and social care programmes at the University of Derby. While noting that EBE was a large and active group, the visitors were not able to see how members of EBE had been involved in the development of the new programme. It was also not clear from discussions with the EBE members or with the programme team what specific plans were in place for service user and carer involvement in the music therapy programme. The programme handbook (page 29)

states that “the membership of the Programme Committee for the MA in Music Therapy [includes]...experts by experience representatives”. However, the visitors were not able to see information about which service users and carers would be involved with the programme, the ways in which they would be involved, and why that involvement is appropriate. The visitors therefore require the education provider to demonstrate that service users and carers will be involved in the programme.

3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.

Condition: The education provider must demonstrate that all parts of the curriculum will be delivered by educators with relevant specialist knowledge and expertise.

Reason: From their review of the programme documentation and discussions with the senior team and programme staff, the visitors noted that only one staff member currently on the programme was a registered music therapist. This could be an appropriate arrangement, as the HCPC does not require programmes to have a certain number of registered staff. However, the visitors were not provided with evidence relating to how staff roles and responsibilities would be allocated, and so they were not able to determine whether there would be an adequate number of appropriately qualified and experience staff to deliver the programme effectively. For example, they were not clear which staff member(s) would deliver practical music training to ensure learners’ general musical knowledge is developed into practical knowledge of music techniques used in music therapy, or which staff member(s) would be teaching clinical music improvisation, and so were unable to determine whether the standard was met. They therefore require the education provider to demonstrate that subject areas will be delivered by appropriately qualified and experienced staff.

3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.

Condition: The education provider must demonstrate that all learners on the programme will have access to resources which are effective and appropriate to the delivery of the programme.

Reason: The visitors were able to view teaching and learning areas and resources, and discuss resourcing of the programme with the senior team and programme team. The approval event was held across two sites belonging to the university, Kedleston Road and Britannia Mill. The education provider was not able to confirm at which site the programme would run, and so the visitors could not make a judgment about the suitability of the teaching and learning areas they had viewed across the two sites. The visitors were not able to view schedules for the use of the various rooms, including the main music teaching room at the Kedleston Road site, which is also regularly used by a small number of learners on the music pathway of the BA (Hons) Creative Expressive Therapies. They could not be certain that the education provider would be able to use the rooms effectively for the 36 learners who would be on the programme by the 2019-20 academic year. In addition, the visitors were not able to determine that the learning resources for the programme were effective, appropriate, and accessible. For example, they were not able to see evidence that sufficient number of instruments would be available for loan where necessary for practice-based learning, or evidence that a suitable amount of music technology for composition was available. They were also

unable to see evidence of suitable practice facilities for learners, for example soundproof rooms where instrumental or vocal practice could take place. With regard to the reading list supplied, the visitors noted that this was a generic list of many titles, which did not link particular texts to parts of the programme, and they were therefore not able to be certain that the books were appropriate to the delivery of the programme. The visitors therefore require the education provider to demonstrate that the programme can be adequately resourced and that all learners will have appropriate access to resources.

3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.

Condition: The education provider must demonstrate how they will ensure that learners understand what is required of them in regard to appropriate standards of conduct and character.

Reason: The visitors reviewed programme documentation relating to expectations of learner conduct and character. The education provider mapped this standard to sections of the programme handbook. The visitors were satisfied that the standard was met in relation to learners' health, but the materials relevant to character and conduct were generic rather than being tailored to music therapists, and were focused on procedures rather than enabling understanding. The visitors were not able to see how the education provider will enable learners to understand what is required of them specifically in relation to character and conduct. In discussion of the education provider's approach with the programme team, the visitors were given verbal assurances about monitoring of learners with regard to professional conduct and character. However, they were not able to see evidence that learners will be helped, as part of a formal process, to understand what is required of them as music therapists. They therefore require the education provider to submit further evidence showing how they will enable learners to understand appropriate standards of conduct and character.

3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.

Condition: The education provider must demonstrate that learners will be adequately prepared to recognise behaviour and practices that may impact upon the safety and wellbeing of service users.

Reason: The visitors discussed with the programme team and learners how learners were prepared to report concerns about the safety and wellbeing of service users. The mapping document submitted by the education provider referred learners to a university whistleblowing policy, and to policies and procedures for raising concerns about educators on placement or about safeguarding issues. However, the visitors were not able to see where and how learners were helped to recognise what might constitute behaviour and practices that may impact upon the safety and wellbeing of service users in the specific context of music therapy. They considered that this created a risk that the concerns process would not be effective in all cases, as learners may not be able to recognise concerns that ought to have been raised. They therefore require that the education provider demonstrates how they will ensure that learners understand what constitutes behaviour and practices that may impact upon the safety and wellbeing of service users in the context of music therapy.

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate how the learning outcomes ensure that learners meet the following standards of proficiency for music therapists.

- 13.31 recognise that different approaches to music therapy have developed in different cultures and settings, and be able to apply a coherent approach to their work appropriate to each setting in which they practise**
- 13.32 understand the practice and principles of musical improvisation as an interactive, communicative and relational process, including the psychological significance and effect of shared music making**
- 13.33 know a broad range of musical styles and genres and be aware of their cultural contexts**
- 13.34 be able to play at least one musical instrument to a high level, and to use their singing voice and a keyboard / harmonic instrument to a competent level**
- 14.18 be able to use a range of music and music-making techniques competently including improvisation, structured musical activities, listening approaches and creation and composition of material and music technology where appropriate and be able to help a service user to work with these**

Reason: The visitors were able to review programme documentation relating to learning outcomes and discuss the issue with programme staff. However, they could not see where in the curriculum a number of the standards of proficiency (SOPs) for music therapists were addressed.

- SOP 13.31 was mapped to three modules: Music And Musicianship In Practice (MAMIP), Music Therapy Clinical Placement 1 (MTCP1) and Music Therapy Clinical Placement 2 (MTCP2), but the visitors were not clear how the learning outcomes of those modules addressed the issue of cultural sensitivity in music therapy as outlined in the SOP.
- SOP 13.32 was mapped to MAMIP and Arts Therapies Theory and Research in relation to Practice 1, but the visitors were not clear how the learning outcomes of these modules would enable learners to understand musical improvisation as a relational process, as outlined in the SOP.
- SOP 13.33 was mapped to MAMIP, but the visitors were not able to see how the learning outcomes of that module would enable learners to be familiar with a broad range of musical styles and genres and their cultural contexts, as outlined in the SOP.
- SOP 13.34 was also mapped to MAMIP, but the visitors were not clear how the learning outcomes would ensure that learners could play one musical instrument to a high level, and use their singing voice and a keyboard / harmonic instrument to a competent level, as outlined in the SOP.
- SOP 14.18 was mapped to MAMIP, MTCP1 and MTCP2, but the visitors could not see how the learning outcomes of this module address the requirements of the SOP, particularly in relation to learners' personal improvisational skills.
- The visitors noted that with regard to SOP 13.34, there is a link to the condition under SET 2.2, regarding the assessment of applicants' musical abilities. If that SOP is not addressed adequately in learning outcomes, then it is difficult to see how the education provider can be sure that learners will meet it by the end of the programme, unless they have an explicit entrance requirement around that level of music ability.

The visitors therefore require the education provider to submit evidence showing how the learning outcomes on the programme will enable all learners to meet the standards of proficiency for music therapists.

5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Condition: The education provider must demonstrate how they will ensure that all learners have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning outcomes.

Reason: The visitors were able to review documentation relating to placements and discuss placements with the programme team, learners and practice educators. They noted that the education provider intended to make use of a wide variety of practice-based learning settings, and that this could be considered appropriate for a music therapy learner. However, it was not clear to the visitors how the education provider was intending to ensure that the structure, duration and range of practice-based learning will support the achievement of the learning outcomes and standards of proficiency for each learner. In the mapping provided by the education provider the visitors were referred to pages 8 and 9 of the programme specification, which gave a narrative briefly explaining some of the details of practice-based learning on the programme. However, it did not give any detailed information about the expected structure of practice-based learning. In discussions with the programme team the visitors were informed that learners would undertake practice-based learning two days a week, but they were not able to view evidence of how this would integrate with the rest of the programme schedule, and how achievement of learning outcomes and standards of proficiency would be ensured. The visitors were not able to determine whether the education provider's approach to ensuring an appropriate structure, duration and range of practice-based learning was sufficient, as they could not see information about what this approach was. They therefore require the education provider to submit further evidence demonstrating how they will ensure an appropriate structure, duration and range of practice-based learning for all learners.

5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.

Condition: The education provider must demonstrate how they will maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.

Reason: The visitors discussed audit of practice-based learning with the programme team and practice educator, and reviewed documentation. The education provider had referred in mapping to the placement handbook, pages 5 and 15. However, it was not clear to the visitors from these references how the audit process worked at the operational level, as they were narrative descriptions of how the process of practice-based learning worked. The visitors were given verbal assurances that there was an annual audit and that there were long-lasting relationships with many practice-based learning providers for the existing arts therapy programmes, although they were not clear that any had yet been secured for the music therapy programme. Additionally, they were able to view in the documentation a description of the process by which the practice-based learning secured by learners was approved. However, they were not provided with a policy or process, including any quality criteria or controls, to manage

the quality of practice-based learning, and so could not determine whether the arrangements met the standard. They were not able to determine whether there was a specific staff role at the education provider dedicated to supervising practice-based learning. They therefore require the education provider to submit further evidence demonstrating that a thorough and effective audit process for all practice-based learning is in place.

5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.

Condition: The education provider must demonstrate how they will ensure that practice-based learning takes place in an environment that is safe and supportive for learners and service users.

Reason: The visitors reviewed documentation relating practice-based learning. The education provider referred in their mapping to page 16 of the placement handbook, which contained some information for learners about expectations of behaviour and conduct in practice-based learning settings. However, the visitors could not see what process the education provider will have in place for ensuring that practice-based learning environments are safe and supportive. The visitors were given verbal assurances that that there will be an annual audit, but they were not provided with a policy or process, including any quality criteria or controls, to manage the quality of practice-based learning, and so could not determine whether the arrangements for ensuring a safe and supportive environment in practice-based learning settings met the standard. They therefore require the education provider to submit further evidence demonstrating how they will ensure a safe and supportive environment in all practice-based learning settings.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Condition: The education provider must demonstrate how they will ensure that there are an adequate number of appropriately qualified and experience staff involved in practice-based learning.

Reason: The visitors reviewed documentation relating practice-based learning. The education provider referred in their mapping to pages 4 and 8 of the placement handbook, which contained some information for learners about staffing on practice-based learning. It was not clear to the visitors from looking at this information how the education provider will ensure adequate numbers of suitable staff in practice-based learning settings. The visitors were given verbal assurances that that there was an annual audit and that there were long-lasting relationships with many practice-based learning providers for the existing arts therapy programmes. However, they were not clear that any had yet been secured for the music therapy programme, and they were not provided with a policy or process, including any quality criteria or controls, to manage the quality of practice-based learning, and so could not determine whether the arrangements for ensuring a safe and supportive environment in practice-based learning settings met the standard. They therefore require the education provider to submit further evidence demonstrating how they will ensure that an adequate number of appropriately qualified and experienced staff are involved in practice-based learning.

5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

Condition: The education provider must demonstrate how they will ensure that staff at practice-based learning settings have relevant knowledge, skills and experience and are, unless other arrangements are appropriate, on the relevant part of the Register.

Reason: The visitors reviewed documentation relating to staffing of practice-based learning. In the mapping document the education provider had referred them to page 4 of the placement handbook, which contained a short guide for learners on the requirements applying to the practice-based learning that they are intended to secure for themselves. However, they could not be clear from this information how the education provider monitored the knowledge, skills, experience and HCPC registration status of practice educators. It was also not clear how the education provider would decide when it could be appropriate to have as practice educators individuals who were not on the HCPC Register. The visitors were given verbal assurances by the programme team that there would be an annual audit and that there were long-lasting relationships with many practice-based learning providers, but they were not provided with a policy or process, including any quality criteria or controls, to manage the quality of practice-based learning, and so could not determine whether the arrangements for ensuring that practice educators will have relevant knowledge, skills and experience to support safe and effective learning. They therefore require the education provider to submit further evidence demonstrating how they will ensure that an adequate number of appropriately qualified and experienced staff are involved in practice-based learning, and under what circumstances they will waive the normal requirement for HCPC Registration.

5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Condition: The education provider must demonstrate how they will ensure that staff at practice-based learning settings have undertaken regular appropriate training.

Reason: The visitors reviewed documentation related to practice educator training. They were referred to page 4 of the placement handbook, which states that "placement educators' days are held at the university during the autumn and spring terms, and serve as a means of supporting educators in understanding the requirements of the placement process and the needs of students on placement." The visitors were not able to determine from this reference, or from discussion with the programme team and placement educators, whether the training delivered to the practice educators will be appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme. They were not able to see content or materials that will be used during the training, how the education provider will ensure that all practice educators attend the training, and what happens if practice educators, for any reason, do not attend. They therefore require the education provider to demonstrate that the training undertaken by practice educators will be appropriate to their roles, learners' needs and to the delivery of the learning outcomes of the programme, and how they will ensure that practice educators attend when necessary.

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate how they will ensure that assessment strategy and design ensure that those who successfully complete the programme have met the standards of proficiency for music therapists.

Reason: The visitors were able to review documentation relating to assessment strategy. In mapping, the education provider referred the visitors to a section in the programme specification, on page 9. This was a narrative of some of the assessment methods used on the programme. They were not able to see from this information how the education provider would ensure that their assessment strategy and design would ensure that all learners who completed the programme would meet all of the standards of proficiency (SOPs) for music therapists. They were therefore unable to determine that the standard was met. With regard to practice-based learning, the visitors were informed that learners would be expected to present evidence of their clinical case hours in the supervision group at college as part of their assessment, but they were not able to see detail of how frequently learners would be expected to present in this way during their college supervision group, or how much of their clinical practical work would be assessed overall. In their review of module descriptors, the visitors were not always clear how particular assessments would ensure that learners had met the SOPs, for example in Music and Musicianship. They considered that there was a link here to the condition set under SET 4.1, which is focused on whether the learning outcomes are appropriately matched to certain SOPs – 13.31, 13.32, 13.33, 13.34 and 14.20. The SOPs mapping document linked those SOPs to particular modules, but the visitors were not clear how the assessment methods mentioned in the module descriptors would ensure that learners had met those SOPs. The visitors therefore require that the education provider demonstrate how their assessment strategy and design ensures that all learners who complete the programme meet the standards of proficiency for music therapists.

6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.

Condition: In the Music and Musicianship module, the education provider must demonstrate how they will ensure that assessments methods are appropriate to, and effective at, measuring the learning outcomes.

Reason: The visitors reviewed module descriptors and discussed the modules with the programme team. However, with regards to the Music and Musicianship module, in discussion with the programme team they were not able to see how the chosen assessment methods in the module measured the learning outcomes. In particular they were not clear whether the 20 minute viva voce could adequately assess learning outcomes 2 and 4. They were unable to determine how the education provider would ensure that in 20 minutes learners could both “explore and critically evaluate the use of musical improvisation” and “evidence a critical understanding of the use of composition and music analysis in a therapeutic context” to an appropriate level. Discussion with the programme team did not enable the visitors to be clear about how this would be achieved. They therefore require the education provider to submit further evidence demonstrating that assessment methods in this module will measure the learning outcomes appropriately and effectively.

Section 5: Outcome from second review

Second response to conditions required

The education provider responded to the conditions set out in section 4. Following their consideration of this response, the visitors were satisfied that the conditions for several of the standards were met. However, they were not satisfied that the following conditions were met, for the reasons detailed below. Therefore, in order for the visitors to be satisfied that the following conditions are met, they require further evidence.

2.2 The selection and entry criteria must include appropriate academic and professional entry standards.

Condition: The education provider must demonstrate how they will assess all applicants' musical skills as required by the standards of proficiency.

Reason condition not met at this time: The visitors reviewed the amended programme specification which the education provider submitted as evidence to meet this condition. In the admissions requirements section of this document it states that, alongside playing a main instrument to a high level, applicants must have "a high level of competence in an additional instrument or vocal performance". The visitors noted that HCPC standard of proficiency (SOP) 13.34 requires music therapists to be able to "use their singing voice and a keyboard / harmonic instrument to a competent level", i.e the SOPs for music therapists require competence with a keyboard / harmonic instrument alongside competence in singing. The visitors were also aware that the education provider intended to use the admissions process to ensure that those who completed the programme met the SOPs for music therapists, as there is not intended to be any formal music teaching on the programme. In light of this, the visitors were unable to be certain that the entry criteria for the programme included appropriate academic and professional standards.

Suggested documentation: Further evidence to demonstrate that the admissions requirements for the programme are in line with the requirements of SOP 13.34, ie that as well as playing at least one musical instrument to a high level, applicants are also able to use their singing voice and a keyboard / harmonic instrument to a competent level.

3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

Condition: The education provider must demonstrate that they have an effective process in place for identifying and appointing an appropriately qualified and experienced person holding overall professional responsibility for the programme.

Reason condition not met at this time: The visitors were able to review evidence relating to the appointment process for the person with overall professional responsibility for the programme. In their conditions response the education provider stated that they would be seeking to fill this post on a 0.4 FTE basis. The HCPC does not specify certain employment arrangements for programme leaders. However, it was not clear to the visitors what arrangements were in place to support this person in the

role, and how the education provider intended to cover their responsibilities, if necessary, during the times when they were not working.

Suggested documentation: Further evidence showing how the education provider will ensure that the programme will be effectively managed and delivered during the times when the programme leader is not working.

3.7 Service users and carers must be involved in the programme.

Condition: The education provider must demonstrate how they will involve service users and carers in the programme.

Reason condition not met at this time: The visitors were able to review evidence relating to the planned involvement of service users in the programme. However, it was not clear to them whether there were members of the university's Experts by Experience group who were specifically appropriate to this programme. The visitors could also not see evidence of how the education provider had decided which service user and carer groups were appropriate for the programme, and what the appropriate forms of involvement were for them.

Suggested documentation: Further evidence demonstrating how the education provider will ensure that the service users and carers involved in the programme are appropriate to the programme, and how they will decide what forms of involvement are appropriate for those service users and carers.

3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.

Condition: The education provider must demonstrate that all parts of the curriculum will be delivered by educators with relevant specialist knowledge and expertise.

Reason condition not met at this time: The visitors reviewed narrative information submitted by the education provider containing references to the knowledge and expertise of staff, for example the placement handbook, programme handbook and programme specification. However, it was not clear from this evidence which members of staff would be teaching which components of the programme, and how they would be supported in doing so. The visitors were therefore unable to make a judgment about whether all subject areas would be delivered by educators with relevant specialist expertise and knowledge.

Suggested documentation: Further evidence demonstrating how the education provider will ensure that subject areas will be delivered by educators with relevant specialist knowledge and expertise, for example a breakdown of which staff members would be responsible for which areas of the curriculum and / or which teaching activities on the programme.

3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.

Condition: The education provider must demonstrate that all learners on the programme will have access to resources which are effective and appropriate to the delivery of the programme.

Reason condition not met at this time: The visitors reviewed the evidence submitted regarding the timetabling of teaching and learning space on the programme. They considered that the standard was now met as regards timetabling and use of space, but they were not able to see evidence regarding which particular texts would be used on which parts of the programme. They were therefore not able to be certain that the books, papers and journals used to support learning were effective and appropriate to the delivery of the programme, and accessible to all learners and educators.

Suggested documentation: Further evidence demonstrating how the education provider will ensure that it is clear to learners which texts are most relevant to which parts of the programme, and that those texts are accessible to learners.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Condition: The education provider must demonstrate how they will ensure that there are an adequate number of appropriately qualified and experience staff involved in practice-based learning.

Reason condition not met at this time: The visitors reviewed the evidence relating to the education provider's plans to ensure that there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning, including a flow diagram of the placement process. However, they could not see evidence of a process for monitoring the number of staff available on practice-based learning, or of how the education provider would make decisions about what constitutes a suitable number of staff on placement. They were therefore not clear from this evidence how the education provider will ensure that there are an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Suggested documentation: Further evidence demonstrating what process the education provider has in place for monitoring the number, qualifications and experience of staff involved in practice-based learning, and how the education provider would make decisions about appropriate numbers of staff in practice-based learning.

5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

Condition: The education provider must demonstrate how they will ensure that staff at practice-based learning settings have relevant knowledge, skills and experience and are, unless other arrangements are appropriate, on the relevant part of the Register.

Reason condition not met at this time: The visitors reviewed the evidence relating to the education provider's plans to ensure that practice educators have relevant

knowledge, skills and experience, including a flow diagram of the placement process. However, they could not see evidence of a process for monitoring the knowledge, skills and experience of practice educators, or of how the education provider will make decisions about what constitutes necessary skills, knowledge and experience for practice educators. They were therefore not able to see from this evidence how the education provider will ensure that practice educators have relevant knowledge, skills and experience.

Suggested documentation: Further evidence demonstrating what process the education provider has in place for ensuring that practice educators have relevant knowledge, skills and experience, and how the education provider will decide what skills, knowledge and experience are necessary for practice educators.

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate how they will ensure that assessment strategy and design ensure that those who successfully complete the programme have met the standards of proficiency for music therapists.

Reason condition not met at this time: The visitors reviewed the revised module descriptors and revised placement assessment report offered as evidence. In the module Music and Musicianship in Practice, the assessment is balanced 50 / 50 between a viva voce examination and a practical music making component. The visitors noted that it would be possible for a learner to pass the module if they performed well in the viva voce component but comparatively poorly in the music making part. Standard of proficiency 14.18 for music therapists states that learners must “be able to use a range of music and music-making techniques competently including improvisation, structured musical activities, listening approaches and creation and composition of material and music technology where appropriate and be able to help a service user to work with these”. The visitors could not see how the assessment method used in this module would ensure that learners met this SOP.

Suggested documentation: Further evidence demonstrating how the assessment strategy in the module Music and Musicianship in Practice will ensure that those who successfully complete the programme meet standard of proficiency 14.18.

Section 6: Visitors’ recommendation

Considering the education provider’s response to the conditions set out in section 4, and the request for further evidence set out in section 5, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 24 May 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).

Section 7: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to these areas through this assessment, but should consider how to engage with the HCPC around these areas in the future, for example through the monitoring processes. When this programme is next assessed against our standards, visitors will have access to this report, and will consider this section when making their recommendation on continuing programme approval.

The visitors considered SET 3.3 to be met at threshold. The education provider demonstrated in their first conditions response that they intended to recruit to this post and that they had in place a person description and job description for the role. In their second response they detailed the arrangements in place for supporting the programme leader, who will be working 0.4 FTE in 2018-19 and 0.6 FTE in 2019-20. These appeared to be appropriate. The visitors note that as of April 2018, it appears that no appointment has been made to the role of programme leader. However, they are satisfied that the education provider has the intention to appoint to this role as soon as possible, and recommend approval of this programme in the expectation that such an appointment will be made.

They therefore suggest that in future annual monitoring processes visitors should ensure that an appropriate qualified and experienced programme leader has been appointed to the programme.

In addition to the above, the visitors note that approval has been recommended in the expectation that all learners are enabled to secure practice-based learning in good time for the scheduled start of all practice-based learning blocks, whether in the first or second years of the programme, and that suitably qualified and experienced practice-based staff are available to supervise such practice-based learning.

They therefore suggest that in future annual monitoring processes visitors should determine whether the education provider is enabling all learners to secure their practice-based learning in good time, and whether staffing on placements is appropriate.

Additionally, the education provider should bear in mind that, as noted above, approval has been recommended in the expectation of a suitable programme leader being appointed, and that they may wish to keep the HCPC informed of their progress in making this appointment. If an appointment is not made, this represents a change to the way in which the programme meets the standards of education and training, and may be treated as requiring further action by visitors in future monitoring.