



Queen Margaret University
EDINBURGH

School of Health Sciences

**Subject Area of Occupational Therapy
and Arts Therapies**

Programme Specification

for

MSc Music Therapy

February 2015

Document G

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Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1. Awarding Institution	Queen Margaret University
2. Teaching Institution	Queen Margaret University
3. Programme accredited by	Health and Care Professions Council
4. Final Award	MSc Music Therapy
Subsidiary exit awards	Postgraduate Diploma in Music and Health Postgraduate Certificate of Education
5. Programme Title	MSc Music Therapy
6. UCAS Code (or other coding system if relevant)	
7. SCQF Level	11
8. Mode of delivery and duration	2 year FT
9. Date of validation/Review	11/12 May 2015

10. **Educational Aims of the Programme**

The priorities of the Queen Margaret University Strategy for the Quality Enhancement of Learning, Teaching and Assessment (QELTA, 2012) are upheld by the programme staff, who aim to provide a learning experience which will maximise the potential of the academic and professional communities of learners, working together locally, regionally, nationally and internationally, and continuously enhance the student experience through the development of learner-centred educational provision, research and scholarship. Specific aims and learning outcomes of each of the modules can be found in the respective module descriptors. The aims of the music therapy programme are:

- to enable students to develop into independent, confident and reflexive practitioners, able to apply the knowledge, skills and values needed to work effectively and creatively as a music therapist with people within diverse practice contexts, and actively contribute to the growing profession
- to provide a learning experience, which will maximise potential through learning, encourage the values of lifelong learning and operate a system of transparency and continuous improvement as part of an International community of learners.

These overarching learning aims encompass the following:

- Build the knowledge, skills, attitudes and behaviours to develop professional competencies that lead to eligibility for registration with the Health and Care Professions Council (HCPC)

- Develop a critical understanding and synthesis of the: philosophy, beliefs, key theories, relevant knowledge, skills and practice of music therapy and the influence of context in shaping practice
- Advance their ability to critically research, appraise and articulate the significance of music therapy in promoting the: health and well-being, recovery, rehabilitation, social engagement and participation of individuals, groups and communities
- Develop knowledge, skills and values, which enable them to work effectively, autonomously, collaboratively and in partnership with individuals, groups, communities and other professionals
- Develop and apply the skills of research and enquiry to practice and produce original work which contributes to the profession of music therapy
- Foster skills of autonomous learning, professional reasoning, evidence-based practice, reflexive practice, leadership and entrepreneurship, in preparation for continuing professional development and a commitment to lifelong learning
- Promote knowledge, skills and values, which facilitate cultural competence, inclusive and anti-oppressive practice, and ethical working
- Build the knowledge, skills and values required to confidently implement and evaluate professional practice in diverse Practice Placement contexts

11. Benchmark statements/professional and statutory body requirements covered by the Programme

- The Scottish Credit and Qualification Framework (SCQF)
- Queen Margaret University Taught Post Graduate Framework
- The Quality Assurance Agency (QAA) Code of Practice on Placement Learning
- Health and Care Professions Council (HCPC)
- British Association for Music Therapy (BAMT)
- European Credit Transfer System (ECTS)

The following documents have been considered, as this is a pre-registration programme:

- The Scottish Credit and Qualifications Framework Handbook: User Guide (2009)
- Queen Margaret University Governance and Regulations
- BAMT Guide to Professional Practice
- HCPC Standards of Education and Training Guidance (2009)
- HCPC Standards of Proficiency for Arts Therapists (2013)

- QELTA (Quality Enhancement of Learning, Teaching and Assessment (2012))

12. Learning Outcomes of the Programme

In terms of **knowledge and understanding**, students will be able to:

- Demonstrate in-depth knowledge of music
- Demonstrate knowledge and understanding of theories related to the practice of music therapy
- Critically reflect on the relationship between theory and practice
- Critically understand a range of approaches to music therapy, including psychoanalytic, developmental, behavioural, humanistic and music-centred
- Integrate specific knowledge, and demonstrate critical understanding, of different psychological, psychotherapeutic, medical, social and educational theories of health, disability, disorder and disadvantage
- Articulate the specific needs of different client groups, taking into account their cultural and social contexts
- Demonstrate professional responsibility in relation to HCPC guidelines
- HCPC guidance on conduct and ethics for students can be found at: <http://www.hcpc-uk.org/publications/brochures/index.asp?id=219>

In terms of **intellectual skills**, students will be able to:

- Demonstrate originality in the application of knowledge
- Critically analyse, evaluate and synthesise key issues which are at the forefront of developments in music therapy
- Critically evaluate one's own performance using insight gained through self-reflection as a means of identifying, conceptualising and further defining personal and professional learning and development needs
- Develop skills of reflection and reflexivity
- Critically review, consolidate and extend knowledge, skills, practices and thinking in music therapy
- Deal with complex issues and make informed decisions in different clinical situations

In terms of **practical skills**, students will be able to:

- Demonstrate the musical skills required for music therapy: use a wide range of musical instruments including single-line, harmonic instruments, percussion and voice
- Develop critical understanding of the appropriate clinical application of advanced musical skills and technique

- Assess, plan, implement and deliver a range of individual and group music therapy sessions
- Critically reflect on research paradigms and demonstrate informed understanding of research methodologies in relation to the production of a research proposal and professional project
- Demonstrate an original contribution (professional project) to the profession that is informed with up-to-date knowledge, critical reflection and practice, that is set in the wider context of music therapy, sustains argument and presents conclusions
- Articulate the analysis of evidence from literature and other sources to develop best practice
- Demonstrate integrity, responsiveness, openness, flexibility, sensitivity, and a capacity for interpersonal and self-reflection
- Demonstrate personal conduct in a manner congruent with professional codes of conduct
- Be sensitive to social, cultural and economic variables as they impact on the populations with whom they work and different contexts where they work, and are able to adapt their approach accordingly
- Demonstrate safe practice through achieving a pass level of competency in each separate Practice Placement throughout the programme

In terms of **transferable skills**, students will be able to:

- Communicate appropriately with service users, carers and families with a variety of needs from diverse social and cultural backgrounds
- Demonstrate personal awareness and inter-relational skills, in order to build professional competence and effective working in teams
- Critically analyse understanding of group processes as expressed within group improvisation and verbal discussion
- Communicate, using appropriate ICT methods, with a range of audiences, including peers, senior colleagues and specialists
- Confidently engage with technologies available in the pursuit of effective music therapy practice
- Gather and analyse knowledge and data through application of relevant enquiry methods
- Demonstrate reflexivity in relation to learning and practice to facilitate continuing professional development and lifelong learning
- Engage in autonomous learning and demonstrate initiative in professional and equivalent activities
- Apply the basic principles of accountability, responsibility and quality assurance within music therapy practice
- Apply knowledge in the management of time and financial, physical and human resources as it relates to practice
- Take significant responsibility for the on-going maintenance of resources

- Demonstrate skills required to work in groups and teams; work with peers and engage in interdisciplinary learning
- Work collaboratively with other professionals in different contexts to achieve a quality provision for service users
- Gain deeper understanding of self and other through effective use of supervision
- Manage complex ethical and professional issues and make informed decisions not addressed by current professional or ethical codes of music therapy practice

13. Teaching and learning methods and strategies

Our learning and teaching strategies aim to employ effective methods of achieving the programme and module aims while encouraging flexibility and innovation in meeting student requirements. Thus the student learning experience encompasses a variety of forms of learning/teaching selected to be appropriate to the particular subject and level of the programme. We appreciate that it is important to continue efforts to improve and develop, especially in times of change and an ever-increasing pressure on resources. We continue to use a wide range of learning and teaching formats developed as appropriate to particular modules and levels of the programme which are commensurate with, and facilitate the assessment of, the HCPC competencies.

The learning, teaching and assessment philosophy which underpins the MSc Music Therapy programme is informed by the following sources:

QAA (2014) The Quality Assurance Agency Enhancement themes
<http://www.enhancementthemes.ac.uk/>

SCQF (2012) Scottish Credit and Qualifications Framework Level Descriptors (revised 2012)
[http://www.scqf.org.uk/content/files/SCQF_Level_Descriptors_for_website_-_Feb_2010\(2\).pdf](http://www.scqf.org.uk/content/files/SCQF_Level_Descriptors_for_website_-_Feb_2010(2).pdf)

The competencies, standards and guidance outlined in the following HCPC documents underpin the MSc Music Therapy programme, to ensure that students are provided with the appropriate learning and teaching opportunities to meet the standards of proficiency for Arts Therapists (2013):

HCPC (2012) Guidance on Health and Character
 HCPC (2013) Standards of Proficiency: Arts Therapists
 HCPC (2012) Standards of Conduct, Performance and Ethics
 HCPC (2012) Guidance on Conduct, Ethics and Performance for Students
 HCPC (2012) Standards of Education and Training (SETS) Guidance
 HCPC (2013) Approval criteria for approved mental health professional (AMHP) programmes

13.1 Assumptions to learning

Graduate entrants will enter the programme from a range of disciplines. It is assumed that in the spirit of learning from each other, there will be respect for individuality, and the wealth of potential knowledge within the group used as the basis for further learning and partnership. This includes mutual co-operation and negotiation with academic and practice placement education staff. In addition, students' previous life experiences will enrich the potential to widen understanding of human nature and how people interact with their environments.

Levels of motivation, understanding of and commitment to their chosen career will help maximise the opportunities for learning. Students are expected to take responsibility and to be self-determining in constructing their learning experiences. It is assumed that they will already be questioning individuals, who are ready to challenge existing knowledge and to think critically, to evaluate evidence and have confidence in presenting their conclusions based on reasoned argument rather than rhetoric.

Previous undergraduate studies will have provided students with a range of generic and transferable skills that will enhance the speed and effectiveness of their learning, ability to analyse and synthesise information, communication and presentation skills. Previous studies will have introduced them to skills such as presentation of assignments, coping with other forms of degree level assessment and computer literacy.

The programme will capitalise on students' previous successful approaches to study. In addition it is expected that as mature learners, they will be more autonomous and self-directed.

13.2 Approaches to Learning

The broad definition of problem based learning within this programme involves a blended approach to learning, which allows for a flexibility of delivery to suit different learning styles. Methods and approaches will incorporate: case based learning, project work, the development of a personal and professional portfolio, student-centred, peer and interpersonal group learning, lectures, professional contacts, reflective diaries, self and peer assessment and e-learning. In relation to e learning, all students will be introduced to the HUB, which provides an important forum for group discussion and communication and is used in all modules (including practice education) to promote critical reflection and sharing throughout the learning experience.

13.2.1 Problem Based Learning (PBL)

There is evidence of the effectiveness of PBL in education (Boud & Felletti, 1998) and the objectives, defined by Barrows (1986), are to:

- structure knowledge in Practice Placement education contexts
- develop effective professional (clinical) reasoning skills
- develop effective self-directed learning skills
- increase motivation for learning

Additionally, Boud & Felletri (1998) state that no universally agreed set of practices that ought to be incorporated into a PBL curriculum have been recommended, however the following represent desirable characteristics of PBL:

- using case studies, vignettes, etc. to help students discuss an important problem, question or issue
- present the issue or situation as a stimulation of professional practice or a “real life” situation
- appropriately guide students’ critical thinking by providing resources to help them learn from defining and working on the given issue or problem
- have students work collaboratively as a group, exploring information in and out of class with access to tutor (who may or may not be a subject specialist) who knows the issue or problem well and can facilitate the group’s learning process
- encourage students to identify their own learning needs and appropriate use of available resources
- reapply this new knowledge to the original issue or problem and evaluate the learning process through discussion.

This particular representation of problem based learning continues to be appealing in that it seems to allow for flexibility in the interactive learning and teaching methods which have much to offer a programme of this type.

This model will therefore continue to offer students the opportunity to participate in a variety of learning methods, which will foster personal autonomy, promote high-level interpersonal skills, offer a climate for deep learning and promote reflective practice. The configuration of integrated practice education and academic studies, which is predominant in this programme, permits very immediate possibilities to reflect on practice. This constitutes a particular strength of this curriculum whereby students can appreciate the transactional relationship between theory and practice.

The basis for this is a model of partnership, between students, academic staff and Practice Educators, with staff acting as facilitators to promote professional discussion, reasoning and autonomous learning. The key is to provide a climate for learning that responds to student diversity and adheres to the principles of life-long learning.

The main aims of this chosen approach are to:

- foster problem posing and problem solving skills
- synthesise knowledge from relevant informing disciplines
- develop high level interpersonal skills particularly in relation to learning about teamwork and interagency work
- promote reflection-in-action and reflection-on-action
- provide the student with a real world context for learning
- promote conceptual versatility
- encourage creativity and independence of enquiry

- promote autonomous intellectual endeavour
- promote critical reflection of self and others

PBL within the music therapy programme aims to develop the student's logical and systematic thinking along with the ability to draw reasoned conclusions and sustainable judgements.

13.2.2 Case Based Learning

A substantial percentage of the curriculum will be established around case studies, mirroring the experiential learning, which takes place in practice education and reflected upon in supervision groups. Students will be required to analyse and evaluate cases at many different conceptual levels. A staff member will facilitate group interaction, setting a learning climate that will engender intellectual challenge, reflection and feedback.

13.2.3 Student-centred, peer and group learning

Student-led seminars, peer presentations (with peer and personal self-assessment) interpersonal learning groups and supervision groups reinforce students' responsibility for themselves and for each other. The juxtaposition of academic and practice education occurring in the same week over the majority of the programme, facilitates the meaningful experiences of students. This allows continuous integration with issues from Practice Placement being brought into the classroom and allowing theoretical concepts to be applied. Students will work in pairs, small groups and larger groups at different points in the curriculum.

13.2.4 Professional contacts

Music Therapists need to understand inter-agency work and to have a view of interdisciplinary practice that extends beyond their immediate environment. Introduction to a range of other health, social care and voluntary sector providers is accomplished within academic studies. Music Therapists that act as visiting lecturers on the programme will also provide students with the 'professional reasoning and reality' of practice that comes from personal contact in the class situation.

Our learning/ teaching strategies also include appropriate provision and employment of learning resources such as module information packs, library-based materials and web-based facilities (e-journals, databases, videos etc). To support and encourage studies in general and student-centred learning in particular, induction training in effective library usage and IT skills is provided in Level 1. During the programmes students are encouraged and expected to access the University's Learning Resource Centre (LRC) and formal sessions on searching and using databases are repeated in Level 2.

Details of learning/ teaching activities for each module are set out in module descriptors (see appendices) but all modules have a dedicated module page on the HUB (Blackboard) which provides the student with all relevant information on its aims and objectives, content, resources

and assessment guidelines. More details about Resources are provided in section 13 of this Document.

13.2.5 Self-reflection

It is essential that music therapists are reflective practitioners. Reflection is used as a learning and assessment technique (formative and summative) both within classes at University and practice placement. Examples include: self-appraisal, reflective essays, reflective diaries and reflective discussions. The development and implementation of reflexive diaries is seen as an important component of student-centred learning.

13.2.6 Involvement of service users and carers

The music therapy programme team recognises the value of the inclusion of a range of service users and carers within the delivery of the programme and that this should not be confined to the practice placement elements. This issue is of importance to all Healthcare programmes delivered within QMU. In addition, due to the implementation of a new standard of education and training (SET) by the HCPC, all programmes will be required to formally demonstrate how this occurs. Therefore a School wide working group has been established to address this in a collaborative manner.

Currently, service users from many different services provide inputs (including CAPS Independent Advocacy and Threshold Edinburgh Learning Disabilities) and are involved in the Music therapy studies module. In the new programme service users will be involved in both Interdisciplinary Studies 1 and 2, through a variety of mediums eg face-to-face discussions and the use of media (written and film). It is also anticipated that the School wide approach will result in further collaborative opportunities to enhance this further.

13.2.7 Teaching

Teaching, learning and assessment are intrinsically linked and the programme team enjoys the learning and teaching experience. Any new members of staff will complete a short course for new lecturers provided by the Centre for Academic Practice at QMU. Awareness exists about the consensus in research concerning teaching in higher education, which stresses the following:

- Those who teach are most successful when they demonstrate a passion for their subject
- There is respect for learners and recognition of different levels of understanding
- Learning thrives when there is good quality feedback built into the learning process
- Teaching which is well prepared, caters for different learning preferences and is delivered in a climate of joint learning from students tends to produce successful results
- Teaching which establishes key principles and critical discussion of those rather than covering copious material is preferred by students
- Teaching that fosters critical inquiry, independence in learning and professional autonomy produces sought after graduates

The team endeavours to provide experiences, which scaffold understanding and conceptualise learning as a joint responsibility. Efforts to continually engage in a dialogue about the contribution of teaching towards learning on the programme are offered by:

- Peer teaching
- Constant feedback through module monitoring which specifically highlights teaching
- Overview of each module and discussion with other team members which includes critical evaluation of their teaching on the module
- Activity planning for staff which considers teaching loads, innovations and evaluation
- External Examiner's views about teaching which they detect from the student feedback, student performance and other key performance indicators

Those who teach on the programme are required to be versatile and skilled in a wide range of approaches. The full range of experiences is offered including interactive lectures, seminars, workshops, role-play situations, group work and activities using the HUB. There is also a synergy in the subject area between teaching and research. To foster lifelong learning there must be a culture, which encourages personal and professional development.

The learning, teaching and assessment methods for the MSc Music Therapy develop increasingly independent learners. Teaching takes place at University two days per week. Students participate in lectures, workshops and seminars, small and large group activities, interpersonal learning groups, tutorials and supervision classes.

The programme team aims to enable students to learn from and with others, through supportive peer-assessment and feedback, guided by the tutor. Collaborative working is promoted, which is aligned with the context of current music therapy practice.

Individual tutorials are arranged for the Professional Project module. It is only under exceptional circumstance that tutorials missed without prior warning will be re-arranged.

The programme puts emphasis on experiential learning, peer support and self-development. In addition, students attend Practice Placements to observe and carry out their own clinical work. The Practice Placement Handbook provides all relevant information. Directed and independent study is inherent in all modules in the programme.

13.2.8 The HUB

The QMU e-learning environment, the HUB, is used extensively for teaching and learning resources for all modules. The Music Therapy programme area on the HUB contains all the programme management information (e.g. programme document, regulations etc.) and each module has a link with many resources, including articles, handouts, power point presentations, internet links, video material, material on developing critical thinking and the facility to post discussion and initiate

debate regarding any aspect of the programme. The programme team uses this online learning to support directed learning.

14. Assessment strategies

Assessment is an important and integral part of the learning process and, as such, feedback for formative, as well as summative assessments, must be meaningful, based on clear expectations and relevant to future practice. In addition, students are expected to develop their own skills of self-assessment and to contribute to constructive commentary with their peers.

The internalising of knowledge and development of professional and practical skills are critical to future competence as a therapist. It is therefore incumbent on the programme deliverers to ensure that evidence is available of required competencies having been achieved. These arise from practice education as well as through the range of assessments.

The academic assessments demonstrate increased depth of analytical thinking in line with postgraduate level study. The assessment requirements for the programme ensure that each student is considered fit to practise as a music therapist. In keeping with the descriptors set at SCQF Level 11, it is important that in each area of assessment, students are able to demonstrate critical understanding.

Assessments within the MSc Music Therapy programme are written and practical, summative and formative. For summative purposes, assignments will be graded according to specific criteria to each module. The criteria are based on the following headings and shown in Table 1.

Table 1. Assessment criteria

1.	Addressing the task/question	Demonstrates outstanding originality in the application of knowledge and the development and inter-relationship between concepts, theories, policies and practice
2.	Knowledge and understanding	Demonstrates exceptional insight and breadth of knowledge
3.	Evaluation	Offers rigorous constructive evaluation and analysis of theory
4.	Critical reading	Presents extensive depth and breadth of reading
5.	Structure and communication	Answer is presented in a well-structured way; ideas are clearly expressed, and literature integrated into the text in a fluent manner. Demonstrates exceptional ability in synthesising theoretical knowledge.
7.	Presentation	Adheres to guidelines
8.	Referencing	Correct use of referencing in text and reference list
9.	Fluent grammatical writing style	Correct English usage (incl. spelling)

In general, the assessment pattern for each module reflects the aims and learning outcomes for that module. Information about assessments will be given at the beginning of each module, which will include full assessment specifications, due dates, criteria and details of feedback processes. An overview of the methods and timing of the different assessments are shown in Tables 2 and 3 for Level 1 and 2 respectively. These will be used in conjunction with the Grade Marking Criteria for Taught Postgraduate Modules, which can be found in Appendix 4 of the Postgraduate Framework <http://www.qmu.ac.uk/quality/qm/AZindex.htm#p>

Students are given written details of the exact timing of all assessments in the assessment schedule at the start of each academic year with any adjustments published via announcements on the HUB module home pages or e-mail.

All modules are core and all elements of the indicative content are rigorously assessed at the appropriate points in the programme to ensure students have achieved the necessary level for safe practice at the point of applying for registration.

All supervision and assessment will comply with University policies. Assessment regulations and related documents are found at: <http://www.qmu.ac.uk/quality/gr/default.htm>.

Table 2: MSc Music Therapy Formative and Summative Module Assessments for Level 1.

Module	30 credits		
	Formative Assessment	Summative Assessment	Submission Date
Interdisciplinary Studies 1 30 Credits	Directed group work and peer group assessment Various peer group work activities	Essay	April
Therapeutic Skills and Interpersonal Learning 30 Credits	Presentation of a group activity including composition	Practical assessment Essay	April April
Practice Placement 1 30 Credits	Through supervision contact hours Mid-placement review Placement Log	Placement Report Practice Placement Assessment 10-15 minute presentation and viva	January April
Research Methods PM051 30 Credits	Through supervision contact hours	4000 word research proposal in an area of research related to your clinical practice within an identified subject area.	March

Table 3: MSc Music Therapy Formative and Summative Module Assessments for Level 2

Module	30 credits (except Professional Project)		
	Formative Assessment	Summative Assessment	Submission Date
Interdisciplinary Studies 2 and Interpersonal Learning 30 Credits	Directed group work and peer group assessment	Essay	March
Practice Placement 2 30 Credits	Through supervision contact hours	Practice Placement Assessment	April
	Mid-placement review	20 minute presentation and viva	April
	Placement Log		
Professional Project 60 Credits	Through supervision contact hours	12 -15000 word professional project: case study or systematic review	April

14.1.1 Methods of assessment: formative

To enable students to take ownership for their own learning, enhance their learning and ultimately enable achievement of the learning outcomes, formative assessment forms part of every module.

This can take several different forms that are aligned to the specific outcomes to be achieved e.g. feedback on communication skills via presentations, written assignments, clinical notes, participation in supervision and an interim external assessment of competencies by the Practice Educator and Personal Academic Tutor at the mid-placement review.

Assignments which are formatively assessed by staff and/ or fellow students are equally important as summative assignments and provide opportunities for students to learn from each other, articulate critical thinking and offer peer support.

14.1.2 Methods of assessment: summative

Summative assessments incorporate a variety of assessment methods including essays, reports, research proposal, presentations and viva voce. These can assess a range of competencies confirming the development of a student's key skill-mix.

To maximise learning from assignments students are given written feedback on their work which is thorough and been highly commended by the External Examiner in recent years.

The student has the opportunity to discuss his/her performance in general, including examinations, with the Personal Academic Tutor.

Established procedures are in place for students with any special requirements. Any student can apply for extension to assignment deadlines for valid reasons (such as certificated illness). Students with special needs, for example dyslexia are accorded an automatic extension of 1 week for submission of assignments.

A separate project handbook is made available to students in order to support the completion of the School of Health Sciences Research Methods Module (PM051) and the Professional Project.

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

In line with the HCPC Standards for Education and Training, the programme has one exit point – MSc Music Therapy – for registration as a music therapist. While there are another two subsidiary exit points (the Postgraduate Diploma in Music and Health and the Postgraduate Certificate of Education) these do not lead to professional registration. The exit routes are highlighted in table 1.

Table 1: Three exit points throughout the MSc Music Therapy

Award	Level	Credit Points
Postgraduate Certificate in Education	M	60
Postgraduate Diploma in Music and Health	M	120
Master of Science in Music Therapy	M	240

The award of MSc Music Therapy is attained by the successful completion of seven Masters level modules (240 Scottish Masters credit at SCQF Level 11 and equivalent to 120 European Credit Transfer and Accumulation Scheme). All students must complete the seven modules of the programme. Each module runs over two Semesters. An overview of module credits in Level 1 and 2 is given in table 2.

Table 2: Overview of module credits for MSc Music Therapy programme.

	Module	Credit	ECTS	Available Distance Learning
LEVEL 1	Interdisciplinary Studies 1	30	15	No
	Therapeutic Skills and Interpersonal Learning	30	15	No
	Practice Placement 1	30	15	Placements negotiated with Professional Practice Tutor; Supervision at QMU
	Research Methods (PM051)	30	15	Yes
LEVEL 2	Interdisciplinary Studies 2 and Interpersonal Learning Group	30	15	No
	Practice Placement 2	30	15	Placements negotiated with Professional Practice Tutor; Supervision at QMU
	Professional Project	60	30	Yes (negotiated with Programme Leader & module co-ordinator)

16. Criteria for admission

The standard precepts of the University Admissions and Registration Regulations apply. These can be found at: <http://www.qmu.ac.uk/quality/gr/default.htm>

16.1 Admission and selection

16.1.1 Introduction

Inquiries about the programme are usually made directly to the Programme Leader who acts as the Admissions Tutor. Applicants receive all formal programme information through dedicated areas of the Queen Margaret University website and the appropriate application form can be downloaded from this source. There is no closing date for applications however prospective students are encouraged to apply before the end of May for a September start. A waiting list system may operate when the programme reaches its capacity.

16.1.2 Pre-admission and pre-application information

To help potential applicants, funders and managers understand the requirements for successful application and study information is made readily available on the University website and in leaflets which are available from any of the Programme team, by email or at postgraduate open evenings which are held twice a year.

Applicants who are successful in gaining admission, will be sent essential information prior to starting at QMU, including:

- Induction sessions
- Student Handbook with key contact information i.e. contact details for the Programme Leader and Disabled Student Co-ordinator
- Electronic resources on PBL

16.1.3 Admission eligibility

To be considered for admission to the MSc Music Therapy programme, an applicant should normally have:

- an honours degree or equivalent professional qualification (not necessarily in music);
- demonstration of high standard of practical musicianship and flexibility creativity on at least one instrument (for single-line instrumentalists or singers, proficiency on an harmonic instrument, such as guitar or piano, is also required);
- personal characteristics of maturity, openness and the ability to reflect on self in relation to others;
- relevant experience with people in the community, in education or in health settings;
- effective writing and communication skills that demonstrate command of the English language (IELTS = 7)

They must also:

- Sign a health declaration
- Have an enhanced Disclosure Scotland Certificate

16.1.4 Satisfaction of Disclosure Scotland requirements

As students work with vulnerable groups whilst on practice placement, a criminal record check carried out through Disclosure Scotland is required. It is the responsibility of each student to supply the information and necessary documentation and to pay for this to be carried out. All students must have an “enhanced” Disclosure Scotland before commencing their practice placement.

16.1.5 Criminal convictions

This is requested on the application form and applicants are requested to get in touch if they have a conviction.

16.1.6 Applicants declaring a disability

The application will first be considered on its academic merits, in line with the University’s Admissions regulations. Where applicants meet the academic criteria, staff of the Admissions department will discuss with the Admissions Tutor whether the applicant’s support needs can be met. If additional support is identified as being likely to be required, the Admissions Tutor will discuss the application with the Academic Disabled Students Co-ordinator and the Disability Adviser. If there is any concern that the applicant’s support needs cannot be met, this must be discussed with the applicant. In the majority of cases, it is expected that dialogue with the student will establish what can or cannot be made. More difficult cases will be referred to the Dean of School who should consult the Academic Registrar. The Academic Registrar will decide whether to refer the matter to the Fitness to Practise Panel. Additional information is available at:

<http://www.qmu.ac.uk/quality/gr/default.htm> Fitness to Practice Policy section 3.

Applicants who choose to disclose a disability on their application form, or otherwise make the programme team aware of their disability, will have their application passed to the Team Area Academic Disabled Student Co-ordinator. A meeting with the Programme Leader and/or admissions tutor, prior to being accepted onto the programme, can be arranged to discuss and/or assess any potential difficulties which may be encountered in the learning process.

An applicant who chooses not to disclose a disability prior to starting the programme is recommended to contact the Academic Disabled Student Co-ordinator as soon as possible in order to agree a personal learning plan. Applicants should note that the Division of Occupational Therapy and Arts Therapies will remain the sole arbiter of what constitutes a ‘reasonable adjustment’.

Successful completion of the MSc Music Therapy programme offers eligibility to apply to the Health and Care Professions Council (HCPC) for registration as a music therapist in the UK. Individuals applying to this programme are advised to note that the HCPC makes the final decision on who can,

and cannot, register. Therefore all potential applicants who are disabled are advised to contact the HCPC at www.hcpc-uk.org

16.1.7 Audition and interview

Each application form is read carefully by the Programme Leader. Criteria used before inviting applicants to interview include:

- Evidence of a first degree
- Satisfactory references
- Personal statement which includes reason(s) why the applicant fees attracted to the profession of music therapy; specific musical qualifications; relevant experience

Applicants who appear qualified will be interviewed by two members of staff, which is normally the Programme Leader and one other member of the programme team. Interviews and auditions take place in the Music Therapy Room, and a warm-up room with a piano and guitar is made available. Digital audio facilities are available on request should an applicant wish to bring a recording to accompany themselves.

The audition will usually include two parts: group improvisation with other applicants (playing their own instruments and/or percussion) and an individual audition in which the applicant will be asked to:

- play a prepared piece on two instruments – or two contrasting pieces on one instrument
- improvise on a given theme
- sing a short song of own choice, if voice is not main study

The purpose of the interview is to assess each applicant's personal suitability for the profession of music therapy and their awareness of, and readiness for, the demands that the programme entails.

Applicants who are unable to travel to the University (usually only overseas applicants) may be interviewed by Skype. For the audition, the applicant is asked to record their playing on DVD and send it to the Programme Leader to arrive at least one week before the interview.

The applicant is asked to:

- play two contrasting pieces on first instrument
- improvise on one of the following themes (and indicate which you have chosen): travel; celebration; daydream; exams;
- perform a piece on another instrument or voice
- sing a prepared song (which may or may not be accompanied on guitar or piano)

At all interviews, students are informed of additional costs that they will incur during the programme. For example, personal therapy, travel to placements and personal insurance, which is strongly recommended. It is also noted that, although students are also expected to provide recording equipment for placement, some equipment is available at the University if necessary.

After interview, applicants will be made an 'Unconditional Offer', a 'Conditional Offer' or rejected. Unconditional offers will be made where the applicant has satisfied the selection criteria. Conditional offers will be made where the applicant satisfies most selection criteria but still has to complete their studies, gain further clinical experience or further improve musical skills, leading to the confirmation of their place. Applicants who do not satisfy selection criteria will be rejected. Please note that all offers made are conditional on production of a satisfactory Enhanced Disclosure Scotland Certificate (or International Equivalent). QMU Registry officers administer this process, not the Division. Prospective students will be provided with information on Practice Placements at interview.

16.1.8 Admissions Requirements of Quality Assurance Agency for Higher Education: Health Care Programmes

QMU admissions procedures ensure adherence to equal opportunities and anti-discriminatory policies. Application forms have both an ethnicity and a disability coding system that is monitored by the Admissions Department. Applicants are not required to complete this information if they do not wish to do so. All selected applicants are required to attend an audition and interview where a standard and regulated process is routinely followed. All applicants are asked the same range of questions and are invited to ask any questions about the programme. To avoid possible individual bias, interviews are normally conducted by two members of staff. Admission procedures ensure that both the applicant and the education providers have the information they require to make an informed choice about whether to take up, or make the offer of a place on a programme.

16.1.9 Recognition of Prior Learning

In the spirit of widening access, Queen Margaret University recognises Prior Learning. The Recognition of Prior Learning, or RPL, encompasses the process whereby one can identify, explore and claim credit for previous certificated and/or experiential learning. Applicants however will not be able to receive accreditation in lieu of any part of the practice placements throughout the programme.

Further details about the University's Recognition of Prior Learning can be found at:

<http://www.qmu.ac.uk/quality/documents/RPL%20summary%20guide.doc>

The Head of the Division of Occupational Therapy and Arts Therapies is responsible for ensuring the effective implementation of the Queen Margaret University's Statement of Equality of Opportunity.

16.1.10 Health clearance checks

In 2008 the Scottish Government agreed all new health care workers who have direct contact with patients must undergo a Standard Health Clearance Check before they take up post or in the case of students in the School of Health Sciences before they are permitted to go on placement (Scottish Government, 2008).

This Standard Health Clearance Check takes place on site at the QMU campus. Students are assessed and screened for Tuberculosis (TB), Hepatitis B and Mumps, Measles and Rubella (MMR). Attendance at the Health Clearance Check is compulsory and the cost must be covered by the student.

The University's policy on Health Clearance Check is reviewed annually.

16.1.11 Students with disabilities or additional learning needs

Queen Margaret University complies with the Special Education Needs and Disability Act (SENDA) and provides open access to as wide a range of learners as possible.

In full cognisance of the need to ensure the curriculum is as accessible as possible, students with disabilities will be offered a learning experience equivalent to the learning experiences of other students.

If questions exist regarding the suitability of the programme for people who have a disability, they will be offered the opportunity to discuss in full the specific support or facilities required, in consultation with QMU's Student Disability Adviser and the Award Co-ordinators. Support for students with disabilities will be provided in accordance with QMU regulations and the QMU Disability Policy:

http://www.qmu.ac.uk/prospective_students/student_services/disability.htm

On matriculation, the Disabled Student Co-ordinator will meet with the student and discuss an individual learning plan to support the student's studies. This will be discussed with the Programme Leader and implemented by the teaching team. Learning support will be organised through consultation with the Disability Co-ordinator for the Programme.

16.2 Period of registration

Students must normally complete their studies within two calendar years in order to gain the MSc in Music Therapy. Only in exceptional circumstances will a student who has been required, or has chosen to withdraw from a programme, and who has not been granted a deferment of study, be permitted to re-enrol on the programme.

16.3 Fees

Fee levels will be determined by, and reviewed annually by, the Governing Body and are available on request from the Admissions office. Fees will cover matriculation, tuition, consumables, supervision, placement arrangements, the use of educational facilities and for entry to first diet, course examinations and assessment. Fees also include student membership of the Students' Association and use of recreational facilities.

Fees do not cover costs associated with reassessment, nor accommodation or travel costs associated with practice placement. Details of additional costs are available from the Programme Leader and prospective students are told of the additional costs at interview.

16.4 European Credit and Transfer System

The European Credit and Transfer System (ECTS) is the European framework designed to facilitate the transfer of credit between programmes for students who choose to study at more than one European university, including exchange students. The ECTS defines credit slightly differently to the SCQF system. Each standard Queen Margaret University double module rated at 30 credits is equivalent to 15 ECTS credit points. Queen Margaret University embraces international students and will consider ECTS credits for students entering programmes with prior qualifications from European universities.

17. Support for students and their learning

17.1 Personal academic tutor system

All members of the staff team assume the responsibilities of Personal Academic Tutor (PAT) throughout the programme. Individual and small group support is offered through the Personal Academic Tutor system (PAT). Due to the relatively small cohort of students it is likely that general academic issues can be discussed within a group tutorial context. The academic tutor group offers a forum for the development of group interactions outwith the normal modular programme. This creates opportunities for the prompt exploration of current issues of concern to the students, which may be of a resource nature, educational or professional, associated with University or topical professional events.

Each student is assigned a pastoral tutor at the start of the programme and all students meet with their PAT on at least one occasion each Semester. This is a 30-minute meeting in which students can discuss issues of a more personal nature. This is not a form of personal therapy but an opportunity for students to 'take stock' of how they are progressing generally. The PAT role is to provide advice, guidance and support on academic matters, for example, ensuring that a student's difficulties are identified and discussed before they adversely affect academic performance; and referring students as necessary to other student services.

17.2 Student Services

Student Services is a professional support department working to ensure that students have the information, advice, guidance and opportunities necessary to a successful experience and achievement whilst studying at QMU. The department works with students to address issues and overcome obstacles that might stand in the way of student progress. Staff in Student Services acknowledge the diversity of students' backgrounds and experiences and have established a range of support services designed to meet students' needs and requirements. Student Services comprises a team of specialists in the areas of careers and student employment, disability advice, counselling and financial advice. The Student Services web page can be found at http://www.qmu.ac.uk/prospective_students/student_services

17.3 Students with Disabilities or Additional Learning Needs

Prior to and following admission, students with disabilities are supported by the Division of Occupational Therapy & Arts Therapies area Academic Disabled Student Coordinator who ensures that all reasonable adjustments are put in place to support the student on all aspects of the programme, including teaching, learning and assessment. Individual Learning Plans are developed and circulated to all relevant staff. The coordinator, Linda Renton, provides information on the support available and monitors the effectiveness of support mechanisms for the duration of the course.

The University counsellor, careers advisor, student welfare officer, sports officer, disability liaison officer, members of registry and of the Students Association, all contribute to providing support and guidance to students and staff when necessary.

17.4 Counselling

The student counsellor is based on Level 1 in the Student Services area and can be contacted on counseling@qmu.ac.uk. The service is confidential and can be helpful if students need someone to listen, or feel that support is needed to assist with personal problems. http://www.qmu.ac.uk/prospective_students/student_services/counselling.htm

17.5 Centre for Academic Practice (CAP) and The Effective Learning Service (ELS)

The Centre for Academic Practice (CAP) promotes and enables excellence and enhancement of learning and teaching and research in QMU. Through CAP the Effective Learning Service (ELS) is offered to students, providing guidance and support for all students who wish to enhance their learning experience or advance their language and writing skills.

The ELS is based in the Learning Resource Centre and is open to all students from 9.00 to 16.30, Monday to Friday. ELS offers individual appointments, drop-ins, study skills workshops and study guides and leaflets. ELS support is available to all students and can be contacted via email: ELS@qmu.ac.uk

The Effective Learning Service (ELS) for international students provides support for all students wishing to develop their English language skills. ELS international offers students individual appointments and also a drop-in service; it has its own study guides and leaflets, a resource which is also available for students online. While the core activity is the individual tutorial, ELS also provides tailored sessions on aspects of academic writing and other study skills to specific groups of students.

Other courses offered by the ELS for international students include in-session English course, concentrating on academic writing courses for Master's level international students. A pre-session course for incoming international students designed to prepare students for university at QMU is also offered, and an open group for English language conversation classes also runs throughout semester 1.

Further information outlining all the support which the ELS offers is available on their web site: <http://www.qmu.ac.uk/ELS/default.htm>

17.6 Students' Union (SU)

Students become members of the Students' Union (SU) once accepted to study at QMU. It is run independently by students and for students, providing a focal point for the representative, welfare, sporting, cultural and recreational needs of QMU students. The SU is there to support QMU students in every aspect of their life. From opportunities to volunteer and play sports through the wide range of sport societies and clubs, to answering questions and giving advice through The Help Zone.

Ensuring that the student voice is always represented is the main aim of the SU, and is therefore the main base for QMU's elected student representatives. More information about the Students' Union can be found at their website at <http://qmusu.org.uk/>.

17.7 Equal opportunities

The Division of Occupational Therapy & Arts Therapies is committed to the provision of a policy of equal opportunity in student selection. All applicants regardless of race, ethnic origins, religion, gender, sexual orientation, marital status or age can expect equal treatment.

Specific examples of equity, diversity and equality issues can be highlighted through established student support for teaching and learning, access, identifying learning issues, making reasonable adjustment for disabilities and cultural issues which have been in place for some years. These services are accessible through: Student Services, Effective Learning Service, Personal Academic Tutor System and Programme Leadership.

Music therapy at QMU welcomes applications from disabled individuals and is committed to making all such reasonable adjustments to the programme as is necessary to enable all individuals to successfully complete the programme.

Prospective students with disabilities are invited to contact the University Disabled Student Coordinator and the Music Therapy team Academic Disabled Student Coordinator in the first instance in order to discuss individual requirements.

17.8 Programme Committee

The Programme Committee is the major decision-making body and is the forum for policy concerning conduct, review and development of the course. This includes approving the Annual Monitoring Report, considering changes to modules and noting recommendations made by the External Examiner. The Programme Committee meets once each semester and is chaired by the Programme Leader. It is also attended by the Head of the Division of Occupational Therapy and Arts Therapies, other tutors on the programme and the student representatives from each year of the programme.

17.9 Student Staff Consultative Committee

The Student Staff Consultative Committee provides an opportunity for constructive discussion between students and staff on issues relating to the University, the programme in general terms, of

the demands of the programme on students and of possible developments. Information from this forum is a vital component in supporting positive developments in the future.

This committee meets once each semester, normally two weeks before the Programme Committee, and is chaired by one of the student representatives. The meeting is attended by lecturers on the programme and the student representatives.

18. Quality Assurance arrangements

Queen Margaret University's policies and procedures for the management of academic quality are designed to ensure a consistent and rigorous approach to all aspects of programme management. They provide a framework for ensuring that decisions about programmes are made carefully and with due regard to both the interests of students and the maintenance of academic quality.

The University is responsible for dealing with its own quality assurance. However, it has to be able to demonstrate to bodies such as the Scottish Funding Council (SFC) and the Quality Assurance Agency for Higher Education (QAA) that it has procedures in place to allow it to discharge its responsibility effectively. The University also has to show how it takes note of national developments and benchmarks, such as the Scottish Credit and Qualifications Framework (SCQF) and subject benchmark statements.

The MSc Music Therapy employs the following quality assurance mechanisms:

- Peer-based validation and review (using academic staff external to the programme);
- Annual programme monitoring;
- An External Examiner to monitor academic standards;
- Representation on the School Academic Board;
- Programme Committee to allow scrutiny and consistency of decision-making;
- Module evaluation (including evaluation of placements) and Staff Student Committee to allow students to give feedback and raise issues about the operation of the programme.