

## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	Guildhall School of Music and Drama
<b>Name and titles of programme(s)</b>	Master of Arts Music Therapy
<b>Mode of Delivery (FT/PT)</b>	Full Time year 1 Half time year 2
<b>Length of Programme</b>	2 years
<b>Date of Visit</b>	1 June 2006
<b>Proposed date of approval to commence</b>	September 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Diane Waller Pauline Etkin
<b>HPC Executive officer(s)</b>	Karen Scott Colin Bendall (observing)
<b>Joint panel members in attendance (name and delegation):</b>	None

#### Scope of visit (*please tick*)

<b>New programme (PG Dip final intake September 2005)</b>	<input checked="" type="checkbox"/>
<b>Major change to existing programme</b>	<input type="checkbox"/>
<b>Visit initiated through Annual Monitoring</b>	<input type="checkbox"/>

#### Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	X	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	X	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	X	<input type="checkbox"/>	<input type="checkbox"/>

#### Confirmation of facilities inspected

	Yes	No	N/A

Library learning centre	X	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	X	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	X	<input type="checkbox"/>	<input type="checkbox"/>

**Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.**

Requirement (please insert detail)	Yes	No	N/A
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Proposed student cohort intake number please state</b>	<b>15</b>
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

## **CONDITIONS**

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

#### **3.6 A programme for staff development must be in place to ensure continuing professional and research development.**

**Condition 1:** The school is required to further develop and implement a programme of staff development for Music Therapy staff, which is appropriate to those involved in the delivery of a Master level programme.

**Reason:** The GSMD introduction of a Master level programme requires a broader range of skills from staff involved in the delivery of the programme.

#### **3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.**

**Condition 2:** The documentation must clearly articulate the attendance requirements for the programme including details of mandatory attendance and the actions to be taken in the case of non-attendance. This relates to both assessed and non-assessed components of the programme.

**Reason:** The documentation indicates only that a “high level” of attendance is required. This is not a clear indicator of mandatory attendance requirements.

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

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

**Condition 3:** The programme team must review the assessment criteria for the M Level modules of the programme to ensure appropriateness to the level of study and to provide a clear indication of M Level expectations.

**Reason:** While the learning outcomes for the programme are clearly articulated, it is necessary that the assessment criteria are transparent, clear and reflect the expectations of M Level study.

**Deadline for Conditions to be met: TBA**

**To be submitted to Approvals Panel/Committee on: TBA**

## RECOMMENDATIONS

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

**3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.**

**Recommendation:** It is recommended that the programme team continues working toward greater levels of IT access and training for students including presentation skills, power point and Sibelius.

**Reason:** The music therapy students seen at the Visit indicated that while they had not had any difficulties to date in accessing equipment or skills assistance, there was none immediately available and specifically for their use.

### *SET 4. Curriculum Standards*

**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Recommendation:** It is recommended that the programme team explore the availability of a wider variety of psychodynamically based personal therapies for music therapy students. For example, music therapy, art therapy and drama therapy.

**Reason:** This recommendation relates to the HPC's Standard of Proficiency at 1a.6. The students currently involved in the programme were almost exclusively using therapists sourced through the London Centre for Psychotherapy which is heavily focused on psychoanalysis. As music therapy students, it was thought that access to a broader selection of therapy and therapists could be of benefit, and relevance, to their studies.

### *SET 5. Practice placements standards*

**5.9 There must be collaboration between the education provider and practice placement providers.**

**Recommendation:** It is recommended that the programme team further consider implementing a formal system for dealing with the issue of confidentiality in relation to the student progression meetings.

**Reason:** The meeting with the placement providers indicated that placement supervisor's meetings sometimes covered highly confidential issues in relation to students. In a small profession such as music therapy, this could, in extreme circumstances, impact on their future as employees and colleagues.

## **Commendations**

The HPC Visitors would like to commend the programme team for:

- The high level of documentation provided prior to the validation event.
- The obvious commitment of the course team to delivering a high quality programme
- The integration of music therapy into the postgraduate framework of the GSMD and the support for this initiative.
- The high level of communication between the GSMD and their students and placement providers. All parties felt that they were respected and valued.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

### **Visitors' signatures:**

**Diane Waller**

**Pauline Etkin**

**Date: 2 June 2006**