



University of the  
West of England

# **POSTGRADUATE MODULAR PROGRAMME**

## **MA MUSIC THERAPY**

### **PROGRAMME SPECIFICATION**

**Amended June 2008**

Definitive documentation January 2006

Validation November 2005

University of the West of England

## Programme Specification

Section 1:	Version 2
<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the west of England
<b>Faculty responsible for programme</b>	Health and Social Care
<b>Programme accredited by</b>	Arts Therapists Board of the Health Professions Council (HPC)
<b>Highest award title</b>	MA Music Therapy
<b>Default award title</b>	MA Therapeutic Music Studies
<b>Interim award title</b>	PG Diploma Music and Health PG Certificate in Music and Health
<b>Modular Scheme title (if different)</b>	
<b>UCAS code (or other coding system if relevant)</b>	
<b>Relevant QAA subject benchmarking group(s)</b>	Health Professions Council Standards of Proficiency for Arts Therapists
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	September 2008

**Authorised by...**

**Date:...**

### Version Code

*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## **Section 2: Educational aims of the programme**

The main aim of the programme is to ensure that music therapists qualifying from the University of the West of England, Bristol, are fit for practice and purpose by being reflective practitioners, critical thinkers and competent; able to take responsibility for their own professional development and to implement safe, ethical and effective delivery of music therapy services in a wide variety of interprofessional and multicultural contexts.

### **Educational Aims of the programme are to enable the musician to:**

- Fulfil the requirements for registration as a music therapist and comply with the standards of proficiency and code of ethics and principles of professional practice identified by the Health Professions Council (HPC) and the Association of Professional Music Therapists (APMT)
- Extend and broaden individual musical competencies for effective therapeutic interventions
- Integrate level of competence in relation to clinical, theoretical, ethical and musical practice as a music therapist
- Demonstrate a comprehensive knowledge and understanding of the service user and their developmental, physiological and psychological needs
- Develop effective and appropriate relationships with service users and carers in line with the professional code of ethics and professional conduct and practise in a non-discriminatory manner
- Work within a framework of accountability and ethical and legal boundaries within the workplace
- Function effectively within the interprofessional team, with colleagues and other agencies
- Promote evidence-based practice, and personal commitment to life-long learning
- Engage in the analysis and evaluation of academic discourse in order to continually develop practice
- Demonstrate a critical understanding of the broader context of health and social care practice
- Be self aware, self directed and sensitive to the needs of others

### Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

#### A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and understanding of:</b>	<b>Teaching/learning methods and strategies:</b>
<b>The student will be able to:</b>	
1. articulate the relationship between his/her theoretical and practical understanding of music and its broad extension in the applied world of music therapy practice	<p>Acquisition of 1 &amp; 2 is through lectures, case presentation (video/audio), practical workshops, seminars and small group discussions; 3 &amp; 4 is through lectures, seminars and small group discussions/supervision. Acquisition of 5 - 7 is through individual tutorials, small group discussions/supervision, a music therapy group experience and external mandatory individual personal therapy. Acquisition of 8 is through lectures, seminars and small group discussions/supervision.</p> <p>Professional practice is at the core of the training to which all learning outcomes (1-8) relate.</p> <p>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject</p> <p><b>Assessment:</b></p> <p>Presentations (1,4,5,8), assignments (1,5,8), exam (1,2,4), portfolio (1-8). A range of assessments will be required with 1- 8 being assessed through presentations relating to elements of sound and music as observed in music therapy, assignment work, exams and portfolio of practice and dissertation.</p>
2. demonstrate a comprehensive knowledge and critical understanding of the clinical and therapeutic applications of music therapy throughout the age range (both in individual and group work contexts)	
3. demonstrate a comprehensive understanding of the challenges of health, disease, disability and disorder in relation to the service user's health and social care needs	
4. demonstrate a comprehensive understanding of a broad range of musical styles and be critically aware of their cultural contexts	
5. critically understand the influence of their personal value systems and philosophy on practice	
6. critically evaluate the role of the interprofessional team and other agencies in the management of complex health and social care problems	
7. articulate the relationship of music therapy to the uses of music for other purposes	
8. demonstrate an in-depth understanding of the legal and ethical scope of their professional practice and when to make referrals	

## B Intellectual Skills

### B Intellectual Skills

Able to:

1. use critical reflection in the learning process to explore the relationship between theory and practice in complex situations
2. evaluate and locate music therapy within the context of a range of expanding musical practices and cultures in child and adult health and social care
3. synthesise information in an innovative manner using knowledge of processes gained from the forefront of music as therapy
4. critically evaluate research evidence, advanced scholarship and methodologies in order to optimise clinical effectiveness
5. evaluate the integration, translation and application of theoretical concepts for appropriate music therapy practice
6. critically evaluate the political and cultural contexts in which therapeutic practice takes place
7. critically analyse the nature of psychotherapeutic relationships

### Teaching/learning methods and strategies

Intellectual skills 1 - 7 are developed through lectures, case presentation (video/audio), seminars, small group discussions, supervisions. 1-7 are also elaborated within the on-going professional practice contexts

### Assessment

A range of assessments will be used with 1 – 7 being assessed through assignment work, presentations, professional portfolio, research protocols and dissertation.

## C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
Able to:	
1. extend existing musical skills to work smoothly and effectively within a wide range of musics including improvisation and orally transmitted music	1 – 10 small group practical and placement work, field work (weekly visits to placements), individual supervision with placement supervisor/clinical manager, weekly small group supervision at the university, individual tutorials, project work, case presentations, individual and group supervision
2. apply and adapt these skills in individual and group therapy contexts in relation to needs and to help service users make use of different musical techniques	<b>Assessment</b>
3. develop and evaluate new skills and procedures relating to context and placement situation	Skills 1 – 4 practical musicianship exam to assess the student's stage of development in: listening, supportive and active music therapy techniques, improvisation at the key board and on specialist instrument
4. demonstrate ability to establish and sustain a therapeutic relationship within a creative and containing environment	Skills 5 – 10 assessed through professional practice portfolio supervisors' reports, case studies, written and oral presentations
5. function effectively within his/her professional and personal scope of practice, recognising his/her own music therapy style and make appropriate referrals	
6. plan and conduct an individual and small group music therapy intervention demonstrating the ability to create a safe therapeutic environment	
7. maintain confidential records in line with legal and local protocols and guidelines	
8. utilise and engage critically with an extensive range of theoretical resources in the development of analysis and ideas	
9. articulate a developed, organised and critically reflective orientation to practice	
10. plan and deliver written or oral presentations in an organised, integrated and coherent way	

## D Transferable Skills and other attributes

### D Transferable skills and other attributes

The student will be able to:

1. interact effectively within a group, supporting or leading, clarifying tasks and making appropriate use of the capacities of group members, negotiate and handle conflict with confidence
2. communicate and interact confidently and effectively with service users and within the interprofessional team, moving freely between verbal and non-verbal modes of communication
3. work effectively in practice establishing safe environments and minimising risk
4. use the full range of learning resources, including ICT
5. reflect critically on own and others' work in order to improve practice
6. undertake own devised project and research tasks competently with minimum guidance
7. take an independent and self critical responsibility for own work and managing their own requirements for continuing professional development
8. demonstrate initiative and originality in problem solving and act autonomously in planning and implementing professional therapeutic care

### Teaching/learning methods and strategies

A range of teaching and learning methods will be used with small group work, discussion groups and seminar/tutorial groups (1-3); (5-8) will also be facilitated using self reflection and independent learning activities. (4) will be achieved through ICT workshops and self directed learning.

### Assessment

Assessment will be achieved for 1- 8 using presentations, assignment work, professional practice portfolio research protocols and dissertation.

**Section 4: Programme structure**

<b>Year 1</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• Theory of Music Therapy UZYS6N-20-M</li> <li>• Skills and Practice of Music Therapy UZYS6P-20-M</li> <li>• Professional Practice in Music Therapy 1 UZYS6Q-20-M</li> </ul>	<p><b>Interim Awards:</b></p> <p><b>PG Cert Music and Health</b></p> <ul style="list-style-type: none"> <li>• Credit requirements 60 credits of which not less than 40 must be at level M</li> </ul>
<b>Year 2</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• Theory and Practice in Music Therapy UZYS6R-20-M</li> <li>• Professional Practice in Music Therapy 2 UZYS6S-20-M</li> <li>• Introduction to Evidence-based Practice in the Creative Therapies UZYSBD-20-M</li> </ul>	<p><b>Interim Awards:</b></p> <p><b>PG Dip Music and Health</b></p> <ul style="list-style-type: none"> <li>• Credit requirements 120 credits of which not less than 80 must be at level M</li> </ul>
<b>Year 3</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• Professional Practice in Music Therapy 3 UZYS6T-20-M</li> <li>• Evaluation of Music Therapy Practice UZYSBE-40-M</li> </ul>	<p><b>Prerequisite requirements</b></p> <p><b>MA Music Therapy</b></p> <ul style="list-style-type: none"> <li>• Minimum credit/module requirements 180 credits of which not less than 160 must be at level M</li> <li>• Obtaining the full award of MA Music Therapy gives eligibility to apply for HPC registration as a music therapist. Interim awards, including those awarded as an aegrotat, do not give this eligibility.</li> </ul> <p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• Target/highest: MA Music Therapy</li> <li>• Default titles: MA Therapeutic Music Studies PGDip Music &amp; Health PG Cert in Music and Health</li> </ul> <p><b>Credit requirements</b> 180 credits at level M</p>



Qualified music therapists who have completed a Postgraduate Diploma in Music Therapy and who wish to progress to completing the MA Music Therapy award can apply through the normal Accreditation of Learning (AL) process.

At a minimum, these practitioners will be expected to complete the modules Introduction to Evidence-based Practice in the Creative Therapies UZYSBD-20-M and Evaluation of Music Therapy practice UZYSBE-40-M.

The MA Therapeutic Music Studies award is available for practitioners who have achieved a Postgraduate Diploma Music Therapy from another institution, who are not seeking HPC registration and do not achieve the required level of competence as specified by the HPC to gain professional accreditation.

## Section 5: Entry requirements

Prospective students will show evidence of:

- ◆ Sustained and adequate musical training, normally to degree equivalent (candidates whose first degree is in a related area such as psychology or medicine may be considered provided they can show evidence of a similar level of professional musical standing)
- ◆ A high level of practical musicianship, which could include non-western traditions
- ◆ A particular interest in the use of improvisation in music
- ◆ Experience of working in relevant areas such as health or education (including voluntary work)
- ◆ Relevant interpersonal and effective communication skills

Entry requirements comply with the Rehabilitation of Offenders Act, 1974 as outlined in the Guidelines of the Health Professions Council.

Prospective candidates are invited to apply for admission to the course not later than May of the year preceding the start of a new three year cycle. If prospective students (from both the UK and overseas) comply with the above pre-requisites they are then invited to attend to take part in the selection procedure.

Successful applicants will be accepted on to the course subject to satisfactory Health & Criminal Record Bureau checks.

Music therapists who have completed a PG Diploma in Music Therapy and who wish to continue to complete the MA Music Therapy will be considered on an individual basis.

Students who have achieved a Postgraduate Diploma Music Therapy from another institution and who are not registered with the HPC and who wish to register with the HPC should follow the above guidance and in particular have their transcript mapped against the HPC Standards of Proficiency to determine whether further elements need to be met e.g supervised practice.

Students who have achieved a Postgraduate Diploma Music Therapy from another institution (normally from outside the UK) and who are not registered with the HPC and who **do not** seek such a registration (e.g they wish to return to their own country) should follow the guidance in 1) and 2) above. On successful completion of the full Masters level credit, these students would not be eligible to claim the title MA Music Therapy but would be registered onto the alternative award entitled MA Therapeutic Music Studies.

Applicants whose first language is not English must have a minimum IELTS score of 7.0 overall with 6.5 in each section

## Section 6: Assessment Regulations

a) **MAR** wholly in accordance with MAR

## Section 7: Student learning: distinctive features and support

The Bristol course is the only specifically designed part-time route to the MA in Music Therapy qualification currently available in the UK

The three-year part-time route enables students to continue in work and to put their learning into practice on a day – to – day basis.

The new MA in Music Therapy is subject to validation by the Arts Therapists Board of the Health Professions Council.

In order to comply with the requirements of the associated validating body, by 2006, the full 180 credits must be successfully completed to be eligible for the award and to register with the HPC as an Arts Therapist.

Music has a central place within the Bristol music therapy training with each student being encouraged to re-explore their relationship with sound and music, particularly achieved through acute active listening and close observation of work in on-going practice. A music-centred humanistic philosophy is central to the course although students are introduced to a range of other models and approaches, for example developmental, psychodynamic, medical and transpersonal. Experiential learning is a core component achieved through large and small group practical and theoretical sessions, personal tutorials, regular supervisions, closed group music therapy and residential weekends. The course is constructed within the overall frame of a life-long approach which is reflected in both theoretical and practical components, for example the professional practical placements moving from child to adult work. From the outset students are encouraged to articulate their work clearly (in both written and verbal forms), to underpin their practice with critical theoretical reflection, working towards an integration of theory and practice within each student's developing personal orientation. It is an expectation that students will abide by the APMT, HPC and UWE ethical guidelines whilst on placement or undertaking research. Members of the core music therapy staff share an overriding philosophy that each successful candidate enters the course with his/her own personal and musical competencies and qualities and that their responsibilities as educators are to support the overall development of these aspects for each individual student. Students are expected to maintain personal therapy sessions throughout the award.

Student support is offered through:

- Each student being assigned a personal tutor
- An Induction Programme for all students
- Access to the Faculty and University student support systems, including student advisors, web-based study skills facilities etc
- Student union membership
- Through negotiation and discussion of contents of learning contract with placement supervisor/clinical manager or off site music therapy supervisor
- Core music therapy teaching team

## Section 8 Reference points/benchmarks

- *Subject benchmarks*

### *QAA benchmarks:*

The QAA benchmarks statements for Arts Therapists and specifically Music Therapists have been mapped against the modules of the programme. The HPC Guidance for the Standards of Proficiency for Arts Therapists was also mapped against the modules, the NHS Knowledge and Skills Framework dimensions have been mapped against the modules for individual students.

### *Mapping:*

The programme learning outcomes have been mapped against the modules and the learning, teaching and assessments have been mapped against each of the modules to demonstrate the range.

- *employer interaction/feedback:*

This new programme builds on the excellent reputation and success of its predecessor the PGDip Music Therapy offered since 1991 by the University of Bristol. It has been developed collaboratively with academics, practitioners/therapists, previous students and specialist advisors to offer greater integration of the theory and practice underpinning the preparation for the registered music therapists. Delivered within dedicated spaces with equipment for music therapy, this new programme is supported in an environment of health, social care and education.

- *Assessment criteria for all forms of assessment in relation to SEEC descriptors*

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.