University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	N/A.
Delivery Location	Glenside and Frenchay campuses, UWE
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Health and Social Sciences
Modular Scheme Title	
Professional Statutory or Regulatory Body Links	Arts Therapists Board of the Health and Care Professions Council (HCPC) -accreditation
Highest Award Title	MA Music Therapy MA Therapeutic Music Studies
Default Award Title	
Fall-back Award Title	
Interim Award Titles	PG Certificate in Music and Health PG Diploma in Music and Health
UWE Progression Route	
Mode(s) of Delivery	Part time
Codes	**UCAS:** **JACS:** **ISIS2:** **HESA:**
Relevant QAA Subject Benchmark Statements	Health and Care Professions Council Standards of Proficiency for Arts Therapists and Standards of Education and Training
CAP Approval Date	29/5/14
Valid from	September 2006
Valid until Date	September 2017
Version	4

Part 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.

Part 2: Educational Aims of the Programme

Educational Aims of the programme are to enable the student 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 and Care Professions Council (HCPC) and the British Association of Music Therapy (BAMT). This only applies to the highest award of MA Music Therapy.
- Extend and broaden individual musical proficiencies for effective therapeutic interventions
- Integrate levels of proficiencies 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 bio-psycho-social needs
- Develop effective and appropriate relationships with service users and carers in line with the professional code of ethics and professional conduct and practice 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

The programme also seeks to provide:

- Opportunities for innovative blended learning using video materials stored confidentially via Blackboard
- A distinctive approach to experiential learning
- A strong emphasis on skills for employment creation through entrepreneurship, advanced practice and placement-centred research and evaluation

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

All of the HCPC Standards of Proficiency for the Arts therapists must be achieved to complete the MA Music Therapy. This programme's central focus is a link between practice and theory through experiential practical and academic learning. Future practitioners and leaders will have the professional values and core skills of critically reflective approach to practice, competency, a commitment to ethical practice, to music therapeutic process and who will have the courage to transform, challenge and promote best practice.

Part 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

The student will be able to:

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

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 to health and wellbeing 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, specifically demonstrating understanding of competent safeguarding practice

9. Demonstrate a broad understanding of the main methodologies and methods appropriate to research and evaluation in music therapy

B Intellectual Skills

The student will be 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 including community contexts

3. synthesise information in an innovative manner using knowledge of processes gained from the forefront of the professional practice 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 therapeutic relationships within the psychological therapies
   .

C Subject/Professional/Practical Skills

The student will be able to:

1. extend existing musical skills to work constructively and effectively within a wide range of musical practices including improvisation, orally transmitted music, songwriting and pre-composed music.

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 and approaches

3. develop and evaluate new skills and procedures relating to context and placement situation

4. demonstrate ability to establish and sustain a therapeutic relationship within a creative and containing environment

5. function effectively within his/her professional and personal scope of practice, recognising his/her own music therapy style

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 demonstrating fluency with contemporary technology.

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

Part 3: Learning Outcomes of the Programme

4. use the full range of learning resources, including ICT and TEL

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

Learning Outcomes:	Module No:USPK7G	Module No:USPK7D	Module No:USPK7H	Module No:USPK7F	Module No:USPK7J	Module No:USPK7E	Module No:USPJW9
A) Knowledge and understanding of:							
Articulate the relationship between his/her theoretical and practical understanding of music and its broad extension in the applied world of music therapy practice	x	x	x	x	x	x	x
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)	x	x	x	x	x	x	x
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	x	x	x	x	x	x	x
Demonstrate a comprehensive understanding of a broad range of musical styles and be critically aware of their cultural contexts	x	x	x	x	x	x	x
Critically understand the influence of their personal value systems and philosophy on practice	x	x	x	x	x	x	x
Critically evaluate the role of the interprofessional team and other agencies in the management of complex health and social care problems		x		x		x	x
Articulate the relationship of music			x	x		x	x

Part 3: Learning Outcomes of the Programme

	1	2	3	4	5	6	7
therapy to the uses of music for other purposes							
Demonstrate an in-depth understanding of the legal and ethical scope of their professional practice specifically demonstrating understanding of competent safeguarding practice		x		x		x	x
Demonstrate a broad understanding of the main methodologies and methods appropriate to research	x		x		x		x
(B) Intellectual Skills							
Use critical reflection in the learning process to explore the relationship between theory and practice in complex situations	x	x	x	x	x	x	x
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 including community contexts	x	x	x	x	x	x	x
Synthesise information in an innovative manner using knowledge of processes gained from the forefront of the professional practice of music as therapy	x	x	x	x	x	x	x
Critically evaluate research evidence, advanced scholarship and methodologies in order to optimise clinical effectiveness	x		x		x		x
Evaluate the integration, translation and application of theoretical concepts for appropriate music therapy practice	x		x		x	x	x
Critically evaluate the political and cultural contexts in which therapeutic practice takes place	x	x	x	x	x	x	x
Critically analyse the nature of therapeutic relationships within the psychological therapies	x	x	x	x		x	x
(C) Subject/Professional/Practical Skills							
Extend existing musical skills to work constructively and effectively within a wide range of music including improvisation, orally transmitted music, songwriting and pre-composed music		x		x		x	
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		x		x		x	
Develop and evaluate new skills and procedures relating to context and placement situation		x		x		x	
Demonstrate ability to establish and		x		x		x	

Part 3: Learning Outcomes of the Programme								

	sustain a therapeutic relationship within a creative and containing environment							
	Function effectively within his/her professional and personal scope of practice, recognising his/her own music therapy style		x		x		x	
	Plan and conduct an individual and small group music therapy intervention demonstrating the ability to create a safe therapeutic environment		x		x		x	x
	Maintain confidential records in line with legal and local protocols and guidelines		x		x		x	x
	Utilise and engage critically with an extensive range of theoretical resources in the development of analysis and ideas	x	x	x	x	x	x	x
	Articulate a developed, organised and critically reflective orientation to practice	x	x	x	x	x	x	x
	plan and deliver written or oral presentations in an organised, integrated and coherent way showing fluency with contemporary technology	x	x	x	x	x	x	x
(D) Transferable skills and other attributes								
	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		x		x		x	x
	communicate and interact confidently and effectively with service users and within the interprofessional team, moving freely between verbal and non-verbal modes of communication		x		x		x	x
	Work effectively in practice establishing safe environments and minimising risk		x		x		x	x
	Use the full range of learning resources, including ICT and TEL	x	x	x	x	x	x	x
	Reflect critically on own and others' work in order to improve practice	x	x	x	x	x	x	x
	Undertake own devised project and research tasks competently with minimum guidance						x	x
	take an independent and self critical responsibility for own work and managing their own requirements for continuing professional development	x	x	x	x	X	x	x
	demonstrate initiative and originality in problem solving and act autonomously in planning and implementing professional therapeutic care		x		x		x	x

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

On the MA Music Therapy programme teaching is a mix of scheduled, independent and placement learning. Placement learning is central to the teaching strategy, with a work placement required every year. In the third year of the programme students are required to set up their own practice in a setting where music therapy does not exist. Support, training and detailed advice is provided by course tutors for this task which could involve site visits if needed. This experience, together with the skills taught in order to support this, prepares the student for future employment. In some cases, the placement itself develops into the first paid employment opportunity for the graduate and there exists a wide range of placement settings available for development. For all three years the students receive clinical supervision on site from an experienced music therapist or other suitably experienced professional and this is developed by regular clinical seminars provided at UWE by the programme team.

Students make visits to at least six varying clinical settings in addition to their placements.

A specific induction timetable for students embarking on both programmes has been devised for the first week which helps the cohort begin to form trusting relationships, essential for the experiential learning that will take place on the training.

Students are also supported by regular personal therapy external to the course, for a minimum of 40 hours across the programme. Experiential training groups provided as part of the course support the cohort to work together as a group and better understand the dynamics of group interaction. Individual tutorials further support academic and practical learning, and enable tutors to identify particular times of stress for the student in order to recommend particular support.

The disability support provided at UWE has enabled students with sensory impairments, dyslexia and dyspraxia to engage with the course at a deeper level, and the wellbeing services can support students with mental health needs in addition to the personal therapy they already access. The University *Professional Suitability Policy and Procedure, Fitness to study* and *Student Conduct Policy* developed within UWE provide a supportive but rigorous structure which allows the programme team to provide a duty of care to the public if there are concerns about a student's fitness to practice, but in a way which is helpful to the student.

Study skills training is available online via Blackboard, the online learning resource, and this is particularly useful for those returning to learning after a long absence or for students who do not have a particularly academic background or have specific learning difficulties.

Scheduled learning includes lectures, clinical seminars, individual tutorials, project and academic supervision, practical classes, workshops and external visits. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, music skills practice, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Practice placements for the MA Music Therapy last 24 weeks each year and involve 4-7 hours on placement during these weeks. In year 1 settings involving children are sourced, year 2 consists of a variety of adult contexts and in year 3 the student can follow their own

Part 4: Student Learning and Student Support
interests by setting up their own placement with guidance from the programme team.

Description of any Distinctive Features

The MA Music Therapy provides a direct route to registration with the HCPC as a music therapist. The three placement modules allow for a broad range of experience in health and social care settings across the lifespan which makes the awards highly marketable, as well as promoting excellent practice in music therapy. The strong emphasis on clinical musical skills and analysis, and the strong academic emphasis on developing skills in research and evaluation relevant to art therapies again provide distinct marketable features.

The opportunity to develop a student's own placement (advanced placement module) and the skills and knowledge supporting job creation leads to a graduate who is work-ready and equipped to survive in a challenging employment market where there is an increasing reliance on the ability to promote and develop the profession.

The music therapist emerging from this training has the capacity for managing sustained work with vulnerable populations, such as those with profound disability, severe mental distress and those who are 'hard-to-reach'. The length of this training combined with a high number of hours dedicated to supervision and personal development helps to prepare the student for this. The student is prepared to work with groups and communities as well as individuals through both theory and practice.

A blended approach to various modules is being introduced for Music Therapy and Child Development (USPK7G) and Qualitative and Quantitative Methods in Psychology and Music Therapy (USPK7J)to incorporate specialist lectures from other disciplines, including psychology, and to introduce more clinical material which is directly observable. It is stored confidentially on the online learning resource Blackboard, after appropriate permissions have been granted, and is available only to those enrolled on the module. This move is welcomed by students as it will enable lectures to be viewed several times for independent study, making learning more accessible, and also allowing a more specialised range of knowledge to become available to students. The collaborative nature of these modules will serve to deepen inter-professional understanding.

The inclusion of experiential talking and/or music training groups for each cohort with external facilitators should enhance the student understanding of group dynamics, provide a model for group facilitation and allow for additional support to students in terms of managing their peer relationships within the course, which may become strained due to the intensive nature of the training. The requirement of a minimum of 40 hours of personal therapy during the training further sustains the capacity of the student to develop resilience for what is a very demanding profession.

Part 5: Assessment
Approved to University Regulations and Procedures

Part 5: Assessment

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The professional practice modules, of which there are 3, are central to the programme, and the appraisals which form the summative assessment strategy for these modules are carefully linked to the standards of proficiency identified by the HCPC for arts therapists, including subject specific standards (see module specs for more detail of this assessment strategy).

Other modules make summative assessment through a variety of approaches including musical skills exams, reflective journals, essays, dissertations, clinical musical analysis, viva presentations and written exams. These assessments relate directly to developing a range of skills relevant for practice.

Opportunities for formative feedback are numerous and ongoing, worked into the teaching sessions, as much of the learning is experientially-based, but also in terms of written formative feedback provided within the practice portfolios at different stages in the 24 week placement, as well as formative feedback through termly personal tutorials. Peer feedback is highly valued in the experiential sessions, and at times will be mediated by a member of staff. There are also some experiential sessions which expressly do not involve any type of assessment to allow students to explore freely more difficult aspects of a therapeutic training experience: this is clearly communicated to the students and indicated in module handbooks.

Assessment Map

The programme encompasses a range of **assessment methods** including; practice portfolios of evidence, dissertation portfolio, essays, transcription and analysis of clinical musical material, practical skills assessment and viva presentations (these are oral presentations incorporating recorded material).These are detailed in the following assessment map:

Assessment Map for MA Music Therapy

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation portfolio	Portfolio
Compulsory Modules Year 1	MTPPCYP USPK7D-30-M				B (40)						A (60)
	MT theory and CD USPK7G-30-M						A (50)	B (50)			
Compulsory Modules	MTPPSA USPK7F-30-M							B(40)			A (60)

Part 5: Assessment

Year 2	**MTTPAS USPK7H-15-M**					A (60)	B (40)					
	USPK7J-15-M					A (100)						
Compulsory Modules Year 3	**USPJW9-45-M**									A (100)		
	MTAPP USPK7E-15-M					A (50)					B (50)	

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student** for the **MA in Music Therapy** including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules (in the case of the MA Music Therapy there are no optional modules).

ENTRY

	Compulsory Modules	Interim Awards
Year 1	USPK7G– 30-M *Music Therapy Theory and Child Development*	**PG Cert Music and Health (Children and Young People)**
	USPK7D-30-M *Music Therapy Professional Practice with Children and Young People*	• Credit requirements 60 credits (Both Year 1 compulsory modules)

	Compulsory Modules	Interim Awards
Year 2	USPK7H -15-M *Music Therapy Theory and Practice in Adult Settings*	**PG Cert Music and Health** Credit requirements 60 credits (any combination of Year 1 and 2 compulsory modules)
	USPK7F -30-M *Music Therapy Professional Practice and Skills with Adults*	**PG Dip Music and Health**
	USPK7J-15-M *Qualitative and Quantitative Methods in Psychology and Music Therapy*	• Credit requirements 120 credits from compulsory modules

	Compulsory Modules	Interim Awards
Year 3	USPJW9-45-M *Dissertation in Psychology*	Highest Award:**MA Music Therapy** • Credit requirements 180 credits (All compulsory modules)
	USPK7E-15-M *Music Therapy Advanced Professional Practice*	Only the highest award of MA Music Therapy gives the student eligibility to apply for HCPC registration as a music therapist. No aegrotat award with HCPC registration is available

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Prospective students will show evidence of:
♦ Sustained and adequate musical training, normally to degree equivalent (candidates whose first degree is not in music may be considered provided they can show evidence of a similar level of professional musical standing) Those without degrees will be asked to submit a brief written task to evidence the potential to study at M-level.
♦ A high level of practical musicianship, which could include non-western traditions
♦ A particular aptitude 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 and Care Professions council.

Prospective candidates for the 3 year part-time MA Music Therapy 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 which involves both a musical audition and spoken interview.

Successful applicants will be accepted on to the course subject to satisfactory Health & DBS checks.

Applicants who hold a relevant Music therapy award already who wish to enter the programme with recognition of accredited learning will be considered on an individual basis.

International candidates may be required to submit written and audio documentation (eg DVD) in lieu of a musical audition with the expectation of an interview via video conferencing or other means. Applicants enrolling on practice placement modules will need to provide a current DBS check.

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

Part 8: Reference Points and Benchmarks

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 HCPC Guidance for the Standards of Proficiency for Arts Therapists and the Standards of Education and Training was also mapped against the modules, and 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 programme builds on the excellent reputation and success of its predecessor the PGDip in Music Therapy offered since 1991 by the University of Bristol and the subsequent MA in Music Therapy at UWE since 2006. It has been developed collaboratively with academics, practitioners/therapists, previous students, service users and specialist advisors to offer greater integration of the theory and practice underpinning the preparation for the registered music therapist. Delivered within dedicated spaces with equipment for music therapy, this programme is supported in an environment of health, in particular the psychological therapies, and social care and education.

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

Description of *how* the following reference points and benchmarks have been used in the design of the programme: all assignments are mapped to the SEEC descriptors identified for M level

The programme will have at least one external examiner appointed who is appropriately experienced and qualified and is from the relevant part of the HCPC register.

QAA UK Quality Code for HE
> National qualification framework
> Subject benchmark statements

University strategies and policies

Research activity: all three members of the programme team are research active. Dr Catherine Warner and Dr Leslie Bunt are currently engaged in a small-scale research project piloting a supervision training programme for music therapists funded by CPD monies. As professor in music therapy, Leslie Bunt is engaged in a number of collaborative research initiatives in the context of adult cancer care, dementia and aphasia. Ben Saul is in the process of bidding in order to engage in a scoping of the profession, and taking the lead on a collaborative bid with Anglia Ruskin University.

Part 8: Reference Points and Benchmarks

In terms of the UWE Bristol 2020 strategy, the MA Music Therapy complies particularly strongly with workstreams 1 to 4.

Workstream 1 *Outstanding learning* refers to main-streaming the use of digital technologies which is a new development in the delivery of this programme, and the programme is particularly practice-orientated in terms of placement focus, as specified in WS1 and 2.

Workstream 2 *Ready and able graduates* identifies the need for 'first choice' postgraduate programmes with a professional focus: this programme arguably represents first choice as it has a particularly high uptake for a Master's programme year on year. The intake is particularly diverse in terms of age, disability and musical background; again congruent with the inclusive directive from WS2. The opportunity for 3 diverse work placements local to the student on this programme supports their employability once graduating in their own locality.

Workstream 3 *Research with impact:* the introduction of blended teaching of research practice and research methods involving specialists in the psychology department will strengthen the student's deeper knowledge and application of research and evaluation. This emphasis will enhance the reputation of the programme both nationally and internationally. The team is currently collaborating on an Erasmus + bid with a team led by Nick Clough which will seek to set up student and staff development in Germany, Poland, Spain, Portugal and Cyprus.

Workstream 4 *Strategic partnerships, connections and networks* refers to national and international collaborations: the programme has a strong historical link to the MusicSpace Italy. Although this is not a formal partnership there is plenty of opportunity for international collaboration, one of the Associate Lecturers, Barbara Zanchi, is based in Bologna and several students from Italy enter the programme each year. The move to more online teaching delivery will enable this link to become more effective. The programme's ongoing involvement with service users with mental health issues and parents of children with complex disabilities (available as lecturers and as consultants for programme design) further highlights the importance of connections with the wider community. All members of the programme team conduct regular clinical work with vulnerable populations: Leslie Bunt with people with life-threatening illness, particularly cancer, Cathy Warner with people with severe mental health needs, and Ben Saul with people with dementia and young people with addiction and mental health needs. Local clinical work relates to the core purpose of enhancing the health of Bristol and the West of England. Immediate future plans include establishing a music therapy clinic at Glenside campus.

All learning outcomes are mapped to the Standards of Proficiency of the Health and Care Professions Council and the Standards of Education and Training of the HCPC. The programme also complies with the standards of performance ethics and professional conduct of the HCPC and this code is a core text for the practice modules.

Stakeholder consultation has involved past and present students, service user consultants, placement providers, clinical supervisors, the external examiner and relevant internal consultants from the library, IT and careers services. This has been in the form of meetings for external stakeholders and all 3 current student cohorts, and phone and email exchange with the external examiner and some placement providers/employers of music therapists. The details of the feedback and subsequent actions in relation to the programme design are detailed in the consultation document.

Part 8: Reference Points and Benchmarks

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, available on the University's website.