



## **Programme Specification**

### **Therapeutic Music Studies [Sep][FT][Glenside][2yrs]**

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Therapeutic Music Studies [Sep][FT][Glenside][2yrs]

**Highest award:** MA Therapeutic Music Studies

**Interim award:** PGCert Music and Health

**Interim award:** PGDip Music and Health

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Not applicable

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**Department responsible for the programme:** HAS School of Health and Social Wellbeing, Faculty of Health & Applied Sciences

**Contributing departments:** Not applicable

**Professional, statutory or regulatory bodies:** Not applicable

**Apprenticeship:** Not applicable

**Mode of delivery:** Full-time

**Entry requirements:** For the current entry requirements see the UWE public website

**For implementation from:** 01 September 2018

**Programme code:** B99N12-SEP-FT-GL-B99942

## Section 2: Programme Overview, Aims and Learning Outcomes

### Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** 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:** Educational Aims of the programme are to enable the student to:

Reach 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 award does not lead to HCPC registration unless the optional modules chosen are the Dissertation and Advanced Practice module.

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 Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Knowledge and Understanding**

- A1. Articulate the relationship between his/her theoretical and practical understanding of music and its broad extension in the applied world of music therapy practice

- A2. 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)
- A3. Demonstrate a comprehensive understanding of the challenges to health and wellbeing in relation to the service user's health and social care needs
- A4. Demonstrate a comprehensive understanding of a broad range of musical styles and be critically aware of their cultural contexts
- A5. Critically understand the influence of their personal value systems and philosophy on practice
- A6. Critically evaluate the role of the interprofessional team and other agencies in the management of complex health and social care problems
- A7. Articulate the relationship of music therapy to the uses of music for other purposes
- A8. Demonstrate an in-depth understanding of the legal and ethical scope of their professional practice, specifically demonstrating understanding of competent safeguarding practice
- A9. Demonstrate a broad understanding of the main methodologies and methods appropriate to research and evaluation in music therapy

### **Intellectual Skills**

- B1. Use critical reflection in the learning process to explore the relationship between theory and practice in complex situations
- B2. 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
- B3. Synthesise information in an innovative manner using knowledge of processes gained from the forefront of the professional practice of music as therapy
- B4. Critically evaluate research evidence, advanced scholarship and methodologies in order to optimise clinical effectiveness
- B5. Evaluate the integration, translation and application of theoretical concepts for appropriate music therapy practice
- B6. Critically evaluate the political and cultural contexts in which therapeutic practice takes place

- B7. Critically analyse the nature of therapeutic relationships within the psychological therapies

### **Subject/Professional Practice Skills**

- C1. 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
- C2. 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
- C3. Develop and evaluate new skills and procedures relating to context and placement situation
- C4. Demonstrate ability to establish and sustain a therapeutic relationship within a creative and containing environment
- C5. Function effectively within his/her professional and personal scope of practice, recognising his/her own music therapy style
- C6. Plan and conduct an individual and small group music therapy intervention demonstrating the ability to create a safe therapeutic environment
- C7. Maintain confidential records in line with legal and local protocols and guidelines
- C8. Utilise and engage critically with an extensive range of theoretical resources in the development of analysis and ideas
- C9. Articulate a developed, organised and critically reflective orientation to practice
- C10. Plan and deliver written or oral presentations in an organised, integrated and coherent way showing fluency with contemporary technology

### **Transferable Skills and other attributes**

- D1. 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
- D2. Communicate and interact confidently and effectively with service users and within the interprofessional team, moving freely between verbal and non-verbal modes of communication

- D3. Work effectively in practice establishing safe environments and minimising risk
- D4. Use the full range of learning resources, including ICT and TEL
- D5. Reflect critically on own and others' work in order to improve practice
- D6. Undertake own devised project and research tasks competently with minimum guidance
- D7. Take an independent and self critical responsibility for own work and managing their own requirements for continuing professional development
- D8. Demonstrate initiative and originality in problem solving and act autonomously in planning and implementing professional therapeutic care

## Part B: Programme Structure

### Year 1

The student must take 120 credits from the modules in Year 1.

### Year 1 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
USPK7F-30-M	Music Therapy Professional Practice and Skills with Adults 2022-23	30
USPK7D-30-M	Music Therapy Professional Practice with Children and Young People 2022-23	30
USPK7G-30-M	Music Therapy Theory and Child Development 2022-23	30
USPK7H-15-M	Music Therapy Theory and Practice in Adult Settings 2022-23	15
USPJVK-15-M	Qualitative and Quantitative Methods 2022-23	15

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

All of the HCPC Standards of Proficiency for the Arts therapists must be achieved to complete the programme. 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 D: External Reference Points and 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:

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.

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 Workstreams 1 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 Workstream 2. 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 and 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.

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 E: Regulations**

Approved to to University Regulations and Procedures.