



Programme Specification

Music Therapy [Glenside]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Music Therapy [Glenside]

Highest award: MA Music Therapy

Interim award: PGCert Music and Health

Interim award: PGDip Music and Health

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies:

Health and Care Professions Council (HCPC)

Modes of delivery: Part-time

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

For implementation from: 01 September 2018

Programme code: 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 by being reflective practitioners, critical thinkers and competent professionals 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.

Features of the programme: 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 award an excellent preparation for the profession. The emphasis on clinical musical skills and analysis, and on developing skills in research and evaluation relevant to creative therapies again are strengths of the programme.

To complete the programme, the student must have completed a minimum of 40 hours of personal therapy and a minimum of 450 hours of placement hours over the course of the programme.

The opportunity to develop a student's own placement 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 will be prepared to work with groups and communities as well as individuals, supported by knowledge of theory and experience of practice.

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 an emotionally and psychologically demanding profession.

Educational Aims: The programme aims 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). This includes developing effective and appropriate relationships with service users and carers in line with professional codes of ethics and professional conduct, practicing in a non-discriminatory manner, functioning effectively within interprofessional teams, and engage with evidence-based practice and the analysis and evaluation of research and academic discourse.

Therapeutic relationship is understood as central to theory and practice. This includes the development of individual musical proficiencies. Students will acquire a comprehensive knowledge and understanding of service users and their bio-psycho-social needs. This includes a strong focus on critical awareness of issues relating to equality, diversity, inclusion and belonging, along with an emphasis on psychodynamic theory and practice. The aim is to challenge traditional assumptions about music therapy theory and practice and to embrace new approaches and methods, responding dynamically to the evolving needs of service users.

The programme aims to be innovative, not only preparing students to take their position in the workforce as it is today, but also preparing them to develop the profession in new directions which challenge current norms and push forward on equality, diversity and inclusion for all music therapy stakeholders. This will also include a focus on sustainability goals, in particular the promotion of well-being for all, and the development of safe, resilient and sustainable communities.

Programme Learning Outcomes:

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

Programme Learning Outcomes

- PO1. Communicate comprehensive knowledge and critical understanding of music therapy throughout the age range (both in individual and group work contexts).
- PO2. Demonstrate initiative and autonomy in delivering therapeutic care across varied contexts, while working collaboratively with service users, carers, families and multi-disciplinary teams.
- PO3. Demonstrate an in-depth understanding of the legal and ethical scope of professional practice, critically evaluating the role of the multi-disciplinary team and other agencies in health and social care.
- PO4. Apply critical awareness of a range of musical traditions, extending existing musical skills including improvisation, accompaniment, song and songwriting, and musical cultural sensitivity.
- PO5. Reflect critically on own and others' practice, and understand how personal values and life experiences influence work as a professional demonstrating effective use of clinical supervision and line management to support safe, ethical, and reflective practice.
- PO6. Demonstrate an understanding of key research methodologies and methods and apply this in a project, showing relevance to current music therapy practice.
- PO7. Articulate an organised and critically reflective orientation to the interaction between theory and practice, focused on the manifestation of therapeutic relationship through shared musical experience.
- PO8. Communicate effectively across diverse audiences the creative application of therapeutic structures and processes within different practice settings.
- PO9. Demonstrate career management skills and understand the requirement for continuing professional development.

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

specifications for more detail of this assessment strategy).

Normally, a student is expected to achieve a pass in the professional practice placement of one year before they are allowed to commence the practice placement of the subsequent year.

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

Formative Assessment:

Opportunities for formative feedback are numerous and ongoing, worked into the teaching sessions. Experientially-based sessions provide opportunities for feedback on musical skills from both teaching staff and peers. These take place throughout the training.

Written formative feedback is provided within practice portfolios at different stages in the (typically) 24 week placements during each year.

Clinical seminars in years one and two provide weekly opportunities for formative feedback on observation of practice, using video and audio recordings from both staff (clinical seminar leaders) and peers, in small groups. In Year 3, peer supervision groups provide opportunities for peer feedback on clinical practice.

Experiential groups in year one simulate a group music therapy experience, which is crucial in providing an opportunity for peer feedback in a safe environment, held by an external lecturer, enabling honest reflections on experiences of training in general, as well as personal lived experiences. This is an opportunity for mutual support and understanding, as well as for addressing interpersonal difficulties arising.

Autobiography presentations in Year 1 provide opportunities for staff feedback on

presentation skills as well as supportive feedback from peers, which can be helpful in providing personal validation and boosting confidence, as well as supporting the development of a cohesive year group.

Clinical supervision throughout placements is a key element of week to week feedback on clinical practice, supporting all aspects of the trainees' development as music therapy practitioners.

Lectures and workshops throughout the training emphasise group reflection and discussion, enabling peer and staff feedback to support development of thinking in relation to theory and practice at all stages.

APTs are available to trainees for one session per term throughout the training to provide feedback on academic work, clinical practice and personal development, while also providing broader personal support as needed.

Individual research supervision in year 3 includes feedback throughout the various stages of research design, data collection, analysis and writing up a piece of primary research which becomes the dissertation assignment.

Student support:

Part B: Programme Structure

Year 1

The student must complete 60 credits from the modules in Year 1.

PG Certificate Music and Health

Credit requirements: 60 credits at level M

Year 1 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
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UZVK7D-30-M	Music Therapy Professional Practice with Children and Young People 2025-26	30
UZVK7G-30-M	Music Therapy Theory and Child Development 2025-26	30

Year 2

The student must complete 60 credits from the modules in Year 2.

PGDip Music and Health

Credit requirements: 120 credits at level M

Year 2 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZVK7F-30-M	Music Therapy Professional Practice and Skills with Adults 2026-27	30
UZVK7H-15-M	Music Therapy Theory and Practice in Adult Settings 2026-27	15
USPJVK-15-M	Qualitative and Quantitative Methods 2026-27	15

Year 3

The student must take 60 credits from the modules in Year 3.

MA Music Therapy

Credit requirements: 180 credits at level M

Year 3 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
USPJW9-45-M	Dissertation in Psychology 2027-28	45
UZVK7E-15-M	Music Therapy Advanced Professional Practice 2027-28	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

This programme has been developed in line with the QAA Framework for Higher Education Qualifications. All learning outcomes are mapped to the Standards of Proficiency and the Standards of Education and Training of the Health and Care Professions Council (HCPC).

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.

Stakeholder consultation has involved past and present students, service user consultants, placement providers, clinical supervisors and the external examiner.

The UWE Enhancement Framework has helped to frame our thinking in terms of the context in which the students will learn, as has UWE 2030 strategy document.

Part E: Regulations

Approved to University Regulations and Procedures.