



Queen Margaret University

EDINBURGH

Programme Specification

DOCUMENT G

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1	Awarding Institution	Queen Margaret University, Edinburgh
2	Teaching Institution	Queen Margaret University, Edinburgh
3	Professional body accreditation	Health Professions Council
4	Final Award	MSc Music Therapy (Nordoff Robbins)
	Subsidiary exit awards	Postgraduate Diploma in Music and Health Postgraduate Certificate of Education
5	Programme Title	MSc Music Therapy (Nordoff Robbins)
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	11
8	Mode of delivery and duration	2-Year FT with PT option tailored to individual needs within 7-Year timescale
9	Date of validation/review	20 and 21 April 2010

10. Educational Aims of the Programme

The vision inherent in the Queen Margaret University Strategy for the Quality Enhancement of Learning, Teaching and Assessment (2006) is upheld by the programme team. The overarching aim is to provide a learning experience which will maximise potential through learning, encourage the values of lifelong learning and operate a system of transparency and continuous improvement as part of a community of learners. Specific aims and learning outcomes of each of the modules can be found in the respective module descriptors. With particular reference to music therapy, the programme team aims to help students to:

- Acquire the knowledge, skills, attitudes and behaviours to develop professional competencies that lead to eligibility for registration with the Health Professions Council (HPC).
- Develop a critical understanding and synthesis of the: philosophy, beliefs, key theories, relevant knowledge, skills and practice of music therapy in the 21st century.
- Advance their ability to critically research, appraise and articulate the significance of music therapy in promoting the health and well-being, recovery, rehabilitation, social engagement and participation of individuals, groups and communities.
- Display the knowledge, skills and values required to confidently implement and evaluate professional practice in diverse and changeable placement contexts.
- Foster skills of autonomous learning, professional reasoning, evidence based practice, reflexive practice, leadership and entrepreneurship, in preparation for continuing professional development and a commitment to lifelong learning.
- Promote knowledge, skills and values which facilitate cultural competence, inclusive and anti-oppressive practice, and social justice.
- Develop and apply the skills of research and enquiry to practice and produce original work which contributes to the profession of music therapy.

- Demonstrate knowledge, skills and values which enable them to work effectively, autonomously, collaboratively and in partnership with individuals, groups, communities and other professionals.

11. Benchmark statements/professional and statutory body requirements covered by the Programme

- The Scottish Credit and Qualification Framework (SCQF).
- The Queen Margaret University Taught Post Graduate Framework.
- The Quality Assurance Agency (QAA) Code of Practice on Placement Learning.
- Health Professions Council (HPC).
- Curriculum Guidelines of the Association of Professional Music Therapists (APMT).
- European Credit Transfer System (ECTS).

The following documents have been considered, as this is a pre-registration programme:

- The Scottish Credit and Qualifications Framework Handbook: User Guide (2009).
- Queen Margaret University Governance and Regulations.
- HPC Standards of Proficiency for Arts Therapists (2007).
- HPC Standards of Education and Training Guidance (2009).
- APMT Guidelines on Course Structure and Content (2007). Curriculum Framework.
- QELTA (Quality Enhancement of Learning, Teaching and Assessment) Goals and Aims: 2003-08 (revised spring 2006).

12. Learning Outcomes of the Programme

Knowledge and Understanding:

- To critically evaluate the Nordoff Robbins approach to music therapy and to identify and articulate the essential components of this approach with other music therapy methodologies;
- To evince a critical knowledge of theories *related to and embedded within* music therapy practice;
- To demonstrate a critical understanding of different psychological, psychotherapeutic, medical, social and educational theories of health, disability, disorder and disadvantage;
- To articulate the specific needs of different client groups, taking into account their cultural and social contexts;
- To demonstrate professional responsibility in relation to the HPC Code of Conduct, the APMT Code of Ethics and Principles of Professional Practice, and the statutory requirements, structure and policies of particular organisations.

Intellectual Skills:

- To critically analyse, evaluate and synthesise key issues which are at the forefront of developments in music therapy;
- To search for, retrieve and critically appraise research in music therapy and adjacent fields;
- To contribute to evidence-based music therapy interventions and, in so doing, to audit, evaluate and present findings with regard to therapeutic effectiveness;
- To continually review, consolidate and extend knowledge and understanding necessary to sensitively display an informed therapeutic mindset.

Practical Skills:

- To assess, plan, implement and evaluate a range of individual and group music therapy interventions;
- To apply insight gained through critical self-evaluation and supervision as a means of refining therapeutic skills with a range of client groups;
- To demonstrate advancement in standards pertaining to musical skills through solo and group music-making activities thereby enabling higher standards of musical acuity and insight to be acquired;
- To evince professional behaviour in verbal and written communications with clients and colleagues;
- To display an understanding of institutional dynamics and their effect on client functioning.

Transferable Skills:

- To critically evaluate one's own performance using insight gained through self-reflection as a means of identifying, conceptualising and defining further personal and professional learning and development needs;
- To communicate to a range of audiences who present different levels of knowledge and expertise;
- To make appropriate use of ICT and software in order to enhance therapeutic work and the presentation of such work;
- To justify usage of time and resources through an appropriate balance of workload and budgetary responsibilities within an institution;
- To take an inter-disciplinary approach to study;

- To take an inter-professional approach to practice;
- To be ready to make an original contribution to the profession that is informed with up-to-date knowledge and critical reflection;
- To demonstrate the attributes of openness, integrity and tenacity.

13. Teaching and learning methods and strategies

A music therapist in the 21st century should demonstrate personal, practical, theoretical and professional attributes. These will be continuously highlighted in the learning and teaching strategies informing this programme. While each of these may be given different emphasis according to each module or component of the programme, there should be an interrelation of these four attributes that is observed by students and tutors alike. Thus, the programme may be described as *inter-modular* rather than the acquisition of modules on a step-by-step basis.

It is intended that teaching will largely take place on a Monday and Tuesday. Students may be on placement, therefore, on a Wednesday, Thursday or Friday. The remaining two week days will be allocated for personal therapy, independent study and musical development. Students will be guided as to how best to use this time by module tutors. Teaching and learning resources will be available on WebCT which is updated on a weekly basis. Further details as to the forms of teaching and learning pertaining to the four attributes are given below.

Personal

The rationale for the revised programme may be defined as *To provide a foundation upon which individualism can flourish*. Thus, the uniqueness of each individual student is respected and harnessed. While this is encouraged within each module it is also necessary for students to have opportunities for personal development that are not summatively assessed. Although it may be considered inappropriate to regard Personal Therapy as a form of teaching, the inclusion of this essential aspect of the programme is in itself a unique learning experience. Not only does it facilitate personal and professional growth, it allows each student to acquire a client perspective which will be invaluable to their own future work as practitioners. Student evaluations have consistently shown that this is one of the most important and informative learning experiences of their training. Similarly, the provision of an Interpersonal Learning Group allows the cohort of students to discuss issues in a confidential setting as they arise throughout the programme. Personal Musical Development, meanwhile, is not only the *actual practising* of the material introduced in *Music Studies 1* and *Music Studies 2*, but the *performing* of music itself through, for example, participation in ensembles within QMU and beyond.

Practical

As far as possible, each class within the MSc Music Therapy (Nordoff Robbins) programme will commence by listening to a short piece of music. This reaffirms the music-centredness of the programme and encourages students to make links between pre-composed music from different genres and our own creative music-making within a therapeutic context. To a large extent, therefore, students will learn through *listening* and *linking*. In *Music Studies 1* the emphasis will be on developing a 'toolbox' through the harnessing of 'pure' musical skills and exploring how these can be applied with therapeutic intent. This will involve a focus on instrumental and vocal improvisation (supporting individual and group work), and strategies for composing and arranging. Students will receive tuition as a whole class, small groups and on an individual basis. They will also be encouraged to work without tutor support and to explore opportunities for role-play and experiencing music from both therapist and client perspectives.

Music Studies 2 will feature a stronger emphasis on enquiry-based learning and student-led activities. This will require students to present, explore and experience music from their own culture and background. An example of this might be a student from overseas exposing the year group to the musical characteristics of their own nationality and to their inherent therapeutic potential. This module will also include an Experiential Music Therapy Group (facilitated by an

experienced music therapist) and Improvisation Ensemble (led by the QMU Musician-in-Residence).

It is in the modules *Placement & Supervision 1* and *Placement & Supervision 2* that the practical realisation of the developing music therapist can be made. In this sense, these two modules represent the core of the programme and provide students with an insight into the day-to-day responsibilities of being a music therapist. Through the initial observing and assisting of their Placement Supervisor to the eventual planning, implementing and evaluating of their own individual and group sessions, students increasingly acquire the responsibilities of being a music therapist in two contrasting settings.

While supervision for students is provided on placement and also at QMU, a recent development to the programme (and an example of good practice) is the involvement of Level 2 students in the supervision of Level 1 students. Level 2 students, therefore, are invited to attend weekly group supervision of Level 1 students which are led by one of the Supervisor Tutors at QMU. Through observing the process of supervision – and gradually contributing to this process – Level 2 students can begin to develop their own supervisory skills which will be invaluable to them as future practitioners – and indeed as Placement Supervisors themselves.

Theoretical

The theoretical foundation of the programme will be provided in the module *Music Therapy Studies*. This double module will last for the duration of the first year and feature materials from the Foundation Module Guide. This is now recognised as the authoritative teaching resource pertaining to the core principles of the Nordoff Robbins approach to music therapy. It will also provide a clear theoretical link between the Nordoff Robbins programmes in London and Manchester. In addition, *Music Therapy Studies* will explore other approaches to music therapy (e.g. analytical and Guided Imagery and Music) as well as theories of child and adult development. As the module progresses it will consider case study materials presented by staff at QMU as well as music therapists working throughout Scotland with a wide range of client populations (e.g. autism, dementia, adult mental health and palliative care). Finally, it is also within this module that staff from the MSc Art Therapy and MSc Dance Movement Psychotherapy programmes can contribute knowledge and awareness of their respective disciplines to our own students.

The one generic module, *Research Methods*, will provide a theoretical framework in Level 1 for the specific professional focus of music therapy research in Level 2. This will expose students to different research methodologies and forms of data analysis. It will be helpful, too, for students taking the MSc Music Therapy (Nordoff Robbins) to meet and study with students from other programmes who have chosen to take this particular module.

Professional

The *Professional Project* module is equivalent to 60 Scottish Masters Credits and represents the culmination of the MSc Music Therapy (Nordoff Robbins) programme. It seeks to prepare students for entry to the profession by promoting the significance of research as an integral part of contemporary music therapy practice. Students are required to choose one of three pathways which comprise either a 12,000 to 15,000-word dissertation on an approved area of investigation, additional therapeutic work undertaken from a specific research perspective, or a composition folio which demonstrates originality, quality and cognisance of the needs of a particular client group. This third option reflects the status of musical composition as a valid course of study at Masters and Doctorate levels. It also acknowledges the music-centredness of the programme and indeed the historical roots of the Nordoff Robbins approach to music therapy. Finally, it provides an opportunity for students to demonstrate their Masters-worthiness through means not exclusive to the written word.

The *Professional Project* is weighted heavily towards independent study. At the same time each student is allocated a Professional Studies Supervisor who will arrange individual tutorials throughout the academic year. In addition, group seminars will be timetabled which provide students with the opportunity to critically reflect on the work of their peers.

14. Assessment strategies

The assessment requirements for the programme require to be sufficiently stringent to ensure that each student is considered fit to practise as a music therapist. It will be necessary, therefore, to align the level of competence within each module to the respective demand which will be subsequently encountered in the professional field. This will include demonstration of the ability to deploy the components of music within therapeutic interaction, and the transition from awareness to implementation of core methodological principles.

In keeping with the descriptors set at SCQF Level 11, it is important that in each area of assessment, students demonstrate a critical understanding of all that they do. Thus, in their written assignments, verbal delivery and in their therapeutic interventions with clients while on placement, a clear sense of critical reflection and analysis is evident. Students will also be assessed on the ability to demonstrate their therapeutic work by means of case study presentations of individual and group work. The tangible evidence for this will be seen through carefully compiled audio/video exemplification. In addition, each student will be required to maintain a Placement Log and a Personal Reflective Diary of practical work undertaken throughout the programme; the Placement Log may be scrutinised by staff at any time as a means of continuous assessment and constructive advice.

The psychological demands of the programme, which will clearly impact upon the personal feelings and emotions of each student, will be acknowledged through formative as well as summative approaches to assessment. Assessment, therefore, will be considered as assistance and this is in keeping with the nature of supervision. The personal wellbeing of the student is essential to professional competence; indeed it may be considered to be a pre-requisite. Module tutors, the Placement Supervisor and the Supervisor Tutor of each student will all be alert and sensitive to such personal issues.

For summative purposes, however, assignments will be graded according to specific criteria pertaining to each module. These will be used in conjunction with the grade descriptors outlined in the Postgraduate Taught Marking Scheme.

Students will be fully informed at the outset of each module as to the respective assessment requirements and dates of submission. This will also include details regarding recommended reading, WebCT resources and assistance with the planning, implementation and submission of the particular assessment task. Students will be required to demonstrate different forms of assessment including written assignment, verbal communication to an audience or panel, practical musical skills, a composition folio and seminar presentation through critical group discussion of a specified topic. Opportunities for informal peer assessment will be continuously encouraged.

Students will normally be informed of the grade and comments pertaining to each module within a four-week timescale. The assessment form will indicate how the general criteria for Masters level work have been met as well as how the Learning Outcomes specific to the module have been fulfilled.

A percentage of assignments are crossmarked by another member of staff, consistent with QMU regulations for marking and moderation. All marks require to be ratified by the Board of Examiners. If an assignment has failed to meet the required criteria, the student will have the opportunity to resubmit at a specified date. Prior to resubmission, the student will be invited to meet with the respective Module Co-ordinator who will then indicate the reasons for failure and provide advice on how the submission might be improved.

The two placement modules *Placement & Supervision 1* and *Placement & Supervision 2* will be assessed by the Placement Supervisor in collaboration with the Supervisor Tutor. A Profile of Professional Competence will be used to measure proficiency and readiness to practise.

Students are also assessed on a formative basis. Particular examples of this include written feedback each semester on their Placement Log. In addition, all students attend a Mid-

Placement Review which comprises comments from the Placement Supervisor, the Supervisor Tutor and the student himself/herself. At the end of *Music Studies 1*, each student will compile a Personal Music Plan. This will indicate targets for development to be addressed in the subsequent module *Music Studies 2*.

The supportive nature of assessment will also take into account individual student needs. Therefore, while the assessment requirements of each module will remain appropriately challenging, students will be guided as necessary towards successful completion of the programme as a whole.

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

LEVEL 1		LEVEL 2	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
Music Therapy Studies (30 credits) <i>Assessments in January and April</i>		Professional Project (60 credits) <i>Assessments in January and May</i>	
Music Studies 1 (30 credits) <i>Assessments in May</i>		Music Studies 2 (15 credits) <i>Assessment in March</i>	
Placement & Supervision 1 (30 credits) <i>Assessments in January and May</i>		Placement & Supervision 2 (15 credits) <i>Commencing in August.</i> <i>Assessments in January</i>	
Research Methods (30 credits) <i>Assessment in May</i>			
Interpersonal Learning Group <i>Non-assessed but evidence of attendance required</i>			
Personal Therapy <i>Non-assessed but evidence of attendance required</i>			

16. Criteria for admission

The standard precepts of the University Admissions Regulations apply. These can be found on the Quality website: <http://www.qmu.ac.uk/quality/gr/default.htm>

Admission and Selection

To be eligible for admission to the MSc Music Therapy (Nordoff Robbins), an applicant should normally meet the following requirements:

- Possession of an undergraduate degree (or diploma equivalent); it is **not** a condition that this should be in music and that degrees in other subject areas such as psychology or nursing will

equally be considered;

- Satisfactory demonstration of musical ability, diversity and openness; this should include competence in the playing of a harmonic instrument (e.g. piano, guitar or harp) and application of a fluent chordal vocabulary; proficiency in other instrumental and vocal areas is regarded as advantageous; it is recommended that applicants should be able to perform at a Grade 7 or 8 benchmark of a recognised examination board in **either** a harmonic instrument **or** another instrument **or** voice; a creative approach towards the value and functionality of music is encouraged;
- Personal characteristics of maturity, responsibility and empathy that are suitably tailored to working with people who may present a range of challenges and abilities;
- Previous professional working experience that would lend itself favourably to the nature and demands of music therapy training and practice;
- Writing and communication skills that demonstrate command of the English language; requirements are set at:

TOEFL score	600 (old format)
	250 (computer-based)
IELTS	6.5

- Candidates will be required to comply with the terms of the Rehabilitation of Offenders Act 1974 and mental health legislation for clinical placement and employability in the NHS, Local Authority and Departments of Social Services, working with children and other similar sensitive areas of employment.

In addition to the above, it is recommended that the applicant has had some prior experience or engagement with people who have some form of additional support need. This may include paid employment, voluntary work, or interaction with a family member or friend.

Observation Requirement Prior to Commencement of Programme

Applicants who are offered a place on the programme will be required, prior to entry, to undertake a period of observation of a pre-school child interacting with other children and adults. This should focus on a child who does not present a particular need or disability and should last for a minimum duration of ten hours. The rationale for this is to allow the prospective student an opportunity to observe, engage and reflect on aspects of play and interaction that may be said to follow normal paths of development. In addition to promoting a heightened sense of analysis and understanding pertaining to human behaviour, it will provide a general context within which the student may consider subsequent responses from individuals who manifest certain developmental difficulties.

Satisfaction of Disclosure Scotland Requirements

Since students will be working with vulnerable groups whilst on placement, a criminal record check carried out through Disclosure Scotland is required. It is the responsibility of each student to supply the information and necessary documentation and to pay for this to be carried out. All students must have an "enhanced" Disclosure Scotland before commencing their placement experience.

Criminal Convictions

Higher education institutions must request criminal records screening as part of their admissions procedure. The HPC produce standards of conduct, performance and ethics which provide information on behaviour of applicants and students that is likely to affect their admittance to the profession concerned. The following, while not an exhaustive list, provides guidance on the type of behaviour that is likely to lead to an applicant or student being rejected or required to withdraw from a programme:

- Violence.
- Abuse.
- Sexual misconduct.
- Supplying drugs illegally.

- Child pornography.
- Offences involving dishonesty.
- Offences that carried a prison sentence.

Additional information can be found at the following link: <http://www.qmu.ac.uk/quality/gr/default.htm>
Fitness to Practice Policy section 3.

Admissions Requirements of Quality Assurance Agency for Higher Education: Health Care Programmes

QMU admissions procedures ensure adherence to equal opportunities and anti-discriminatory policies. Application forms have both an ethnicity and a disability coding system that is monitored by the Admissions Department. Applicants are not required to complete this information if they do not wish to do so. All selected applicants are required to attend an audition and interview where a standard and regulated process is routinely followed. All applicants are asked the same range of questions and are invited to ask any questions about the programme. To avoid possible individual bias, interviews are normally conducted by two members of staff. Admission procedures ensure that both the applicant and the education providers have the information they require to make an informed choice about whether to take up, or make the offer of a place on a programme.

Written Assignment to Accompany Application

For preliminary selection, applicants will be required to submit a written assignment of approximately 1,000 words. The assignment should contain the following details:

- A statement indicating the reason(s) why the applicant feels attracted to the profession of music therapy;
- Particular attributes that the applicant holds and that he/she regards will have significance to the clinical work of a music therapist;
- Discussion of any work observed or undertaken by the applicant in which the therapeutic potential of music was demonstrated;
- What has been the most meaningful musical experience for the applicant in his/her life thus far?

Audition and Interview

Following successful selection of this preliminary procedure, applicants will be asked to attend for audition and interview. For the audition, each applicant will be required to:

- Perform two contrasting pieces on a harmonic instrument; one should be in a contemporary idiom in which the applicant's engagement with modern styles of music – which may include jazz, popular and multicultural – are demonstrated;
- Perform one piece on another instrument or voice;
- Sing one prepared song in any style while providing a suitable accompaniment on a harmonic instrument simultaneously;
- Improvise on a harmonic instrument from a given chord sequence as a means of demonstrating harmonic fluency and musical sensitivity;
- Improvise on a given theme; this will take the form of a verbal stimulus (such as a title) and will be provided at the audition; this may be played either on a harmonic instrument or on the applicant's other main instrument; it is intended that at some point during this improvisation, one of the panel members will begin to play a percussion instrument; when this happens the focus of the applicant's playing should shift to the panel member and the applicant should then seek to meaningfully interact and engage with this person's playing.

The interview will allude to the written assignment submitted previously by the applicant. The applicant may be asked to expand on certain issues or discuss additional points raised by members of the panel. The purpose of the interview is to assess each applicant's readiness and personal suitability for the profession of music therapy. It is also a means of assuring for the applicant an awareness of the demands that the programme entails and also of the day-to-day responsibilities of being a music therapy practitioner.

Each audition and interview will normally be conducted by the Programme Leader and one other person. For overseas applicants, the audition requirements may be satisfied by means of submission of a DVD while the interview may be conducted through telephone conference or video conference facilities.

Students who may have Disabilities

Queen Margaret University will comply with the Special Education Needs and Disability Act (SENDA) and will provide open access to as wide a range of learners as possible.

In full cognisance of the need to ensure the curriculum is as accessible as possible, learners who may have disabilities will be offered a learning experience equivalent to the learning experiences of other students. If questions exist regarding the suitability of the programme for people who have a disability, they will be offered the opportunity to discuss in full the specific support or facilities required, in consultation with QMU's Student Disability Adviser and the Award Co-ordinators. Support for students who may have disabilities will be provided in accordance with QMU regulations and the QMU Disability Policy. This can be found at:

http://www.qmu.ac.uk/prospective_students/student_services/disability.htm

Learning support will be organised through consultation with the Disability Co-ordinator for the Programme.

Applicants Declaring a Disability

Applications will be carefully scrutinised by the Programme Leader to ensure equitable treatment of all applicants regardless of gender, ethnicity, disability, age, religion, nationality, culture and sexual orientation.

The application will first be considered on its academic merits, in line with the University's Admissions regulations. Where applicants meet the academic criteria, staff of the Admissions department will discuss with the Admissions Tutor whether the applicant's support needs can be met. If additional support is identified as being likely to be required, the Admissions Tutor will discuss the application with the Academic Disabled Students Co-ordinator and the Disability Adviser. If there is any concern that the applicant's support needs cannot be met, this must be discussed with the applicant. In the majority of cases, it is expected that dialogue with the student will establish what adjustments can or cannot be made. More difficult cases will be referred to the Dean of School who should consult the Academic Registrar. The Academic Registrar will decide whether to refer the matter to the Fitness to Practise Panel. For additional information go to:

<http://www.qmu.ac.uk/quality/gr/default.htm> Fitness to Practice Policy section 3.

All applicants who disclose a disability on their application form, or who choose to make the Subject Area Admissions Team aware of their disability, will be informed of the contact details of the designated Subject Area Academic Disabled Student Co-ordinator, should they wish further advice and information. The Disabled Student Co-ordinator will meet with the student and discuss an individual learning plan to support the student studies. This will be discussed with the programme leader and implemented by the teaching team.

Successful completion of the MSc Music Therapy (Nordoff Robbins) programme conveys eligibility to apply to the Health Professions Council for Registration as a music therapist in the U.K. Individuals considering applying for this programme are advised to note that the Health Professionals Council

(HPC) makes the final decision on who can, and cannot, become a music therapist in the UK. Therefore all potential applicants who are disabled will be advised to contact the HPC at; Park House, 184, Kennington Park Road, SE11 4BU.

Recognition of Prior Learning (RPL) or Prior Experiential Learning (RPEL)

Applicants who wish to claim credit for prior learning will need to provide evidence of achievement of outcomes which are comparable to those within QMU modules. Applicants may be able to receive credit with grading depending on comparability between QMU and the other institutions. Credit for prior experiential learning will require applicants to submit direct and/or indirect evidence, such as a portfolio, which will be assessed by Queen Margaret University. Dr Kathy Munro convenes the School-wide RPL panel.

School of Health Sciences - Standard Health Clearance for All Healthcare Workers

The Scottish Government Health Department has decided that, in line with England and Wales, all new healthcare workers who have direct patient contact must undergo health clearance before they take up post or, in the case of students in the School of Health Sciences, before they are permitted to go on placements. Occupational Health will hold sessions at QMU to carry out these checks. Attendance at these checks is not optional. The University has been allocated limited funding for this and students are advised that they must attend when required. Failure to attend will mean that students may have to pay for any testing required before commencing placement.

Fees

Fee levels will be determined by and reviewed annually by the Governing Body. They will be available on request from the Admissions office. Fees may be paid by standing order and monthly payments but students are liable for the full fee payable for modules undertaken in any one semester.

Fees will cover matriculation, tuition, consumables, supervision, placement arrangements, the use of educational facilities and for entry to first diet, course examinations and assessment. Fees also include student membership of the Students' Association and use of recreational facilities.

Fees do not cover costs associated with reassessment, nor accommodation, travel costs or recording equipment required for placement purposes.

European Credit and Transfer System

The European Credit and Transfer System (ECTS) is the European framework designed to facilitate the transfer of credit between programmes for students who choose to study at more than one European university, including exchange students. The ECTS defines credit slightly differently to the SCQF system. Each standard Queen Margaret University double module rated at 30 credits is equivalent to 15 ECTS credit points. Queen Margaret University embraces international students and will consider ECTS credits for students entering programmes with prior qualifications from European universities.

17. Support for students and their learning

Personal Academic Tutor System

The Programme Leader and the 0.5 member of staff will both assume the responsibilities of Personal Academic Tutor (PAT) throughout the programme. Due to the relatively small cohort of students it is likely that general academic issues can be discussed within a group tutorial context. Any individual student, however, requesting specific academic assistance should arrange to meet with the Programme Leader at a mutually convenient time. The PAT system is specifically designed to:

- Ensure that a student's difficulties are identified and discussed before they adversely affect academic performance.
- Refer learners, when necessary, to other people who could provide appropriate assistance.

- Supply information which may be required, for example, for an examination board or for employment.
- Assist with monitoring academic progress towards achievement of the award.

Individual Pastoral Tutorials

Each semester all students will meet on at least one occasion with either the Programme Leader or the 0.5 member of staff for an Individual Pastoral Tutorial. This comprises a 30-minute meeting in which students can discuss issues of a more personal nature in a confidential setting. This is not a form of personal therapy but is an opportunity for students to 'take stock' of how they are progressing generally throughout the programme.

Individual Music Tutorials

All Level 1 students will have two Individual Music Tutorials during the first year of the programme. These will be facilitated by the Programme Leader. This allows each student a chance to explore in more detail any issue which has arisen as part of the *Music Studies 1* module. Students are encouraged to 'set the agenda' for this meeting by suggesting musical aspects that they wish to investigate more fully. It may be, for example, that a student would like to revisit a musical concept or style that has been introduced in the module. Alternatively, a student might want to bring to the tutorial a musical issue that has arisen while on placement. In addition students will receive at least one Individual Composition Tutorial as part of the *Music Studies 1* module in semester 2.

Professional Project Supervisors

For the *Professional Project* module each student will be allocated a Professional Project Supervisor. Students have 6x40-minute Individual Professional Project Tutorials, in addition to group seminars. Following each tutorial a written report will be made of the contents of the meeting and will also outline tasks that the student and the respective Supervisor are required to undertake prior to the next tutorial.

Placement Supervisors

Placement Supervisors oversee the day-to-day management, supervision and pastoral care of each student in the placement setting. In *Placement & Supervision 1* the Placement Supervisor will be a registered music therapist; in *Placement & Supervision 2* the Placement Supervisor will either be a music therapist or a professional from a related discipline – e.g. art therapy, occupational therapy or a Learning Support representative from the school in which a student is placed.

Supervisor Tutors

In *Placement & Supervision 1* and *Placement & Supervision 2* students will receive supervision on a small-group basis from a Supervisor Tutor. This will be the Programme Leader, the 0.5 member of staff or a Visiting Lecturer. All details pertaining to placements can be found on the Practice Based Learning Support Website at: <http://mcs.qmu.ac.uk/pbl/MusicTherapyMScMT.htm>

Student Services

Student Services is a professional support department working to ensure that students have the information, advice, guidance and opportunities necessary to a successful experience and achievement whilst studying at QMU. The department works with students to address issues and overcome obstacles that might stand in the way of student progress. Staff in Student Services acknowledge the diversity of students' backgrounds and experiences and have established a range of support services designed to meet students' needs and requirements. Student Services comprises a team of specialists in the areas of careers and student employment, disability advice, counselling, student funding advice, transition and pre-entry guidance, and a medical service linked to the Riverside Medical Practice in Musselburgh. The Student Services web page can be found at http://www.qmu.ac.uk/prospective_students/student_services The Head of Student Services is Lande Wolsey and she can be contacted at lwolsey@qmu.ac.uk

Disability Adviser

Students with disabilities can receive support and advice from the Student Disability Adviser for QMU, Mrs Jo Jebb, and the Academic Disabled Student Coordinator for the programme, Mr Alister Landrock.

Effective Learning Service

The Effective Learning Service at QMU provides guidance and support for all students wishing to develop their study and learning skills. The ELS is part of the [Centre for Academic Practice](#). The service is based in room 1153 within the Learning Resource Centre and is open to students Mondays to Fridays from 9.30 to 16.15. The Effective Learning Service offers:

- Individual appointments;
- Drop-in facility, for quick advice;
- Workshops on a range of study skills;
- Language support for international students;
- Online guides and resources;
- A centre where students can pick up study guides, drop in for a quick chat or make an appointment.

The Effective Learning Service can be located on-line at: <http://www.qmu.ac.uk/els>

Counselling

The Student Counsellor is Frances Kelly. She can be contacted on email at counselling@qmu.ac.uk. This service is confidential and can be helpful if students need someone to listen, or feel that support is needed to assist with personal problems.

Students' Union

The Students' Union is run independently by students for students, providing a focal point for the representative, welfare, sporting, cultural and recreational needs of QMU students. It is the main base for QMU's elected student representative, two of whom (the President and Vice President) are full-time officers taking time out of their studies to ensure students are represented at all levels throughout QMU. The Students' Union contains bar and catering facilities, as well as The Advice Centre, which offers confidential, impartial advice on all matters affecting students, from housing to health and all points in between. This website can be found at <http://www.qmusu.org.uk>

Equal Opportunities

Queen Margaret University has an Equal Opportunities Committee which aims to set the strategic framework for equality of opportunity in service provision and in employment. Full details can be found at:

<http://www.qmu.ac.uk/equal/committee.htm>

Student Staff Consultative Committee

The Student Staff Consultative Committee is a forum for discussion between students and staff and it reports to the Programme Committee. Such discussion and student feedback is important for the future development of the programme, and forms an important part of the Annual Monitoring Report and Programme Review. The Student Staff Consultative Committee comprises all students on the programme and the main tutors. Meetings are arranged once a semester.

Programme Committee

This is the committee which makes decisions about the operation and development of the programme. It meets once a semester and has both student and staff representation.

Students who may have Disabilities

Queen Margaret University will comply with the Special Education Needs and Disability Act (SENDA) and will provide open access to as wide a range of learners as possible.

In full cognisance of the need to ensure the curriculum is as accessible as possible, learners who may have disabilities will be offered a learning experience equivalent to the learning experiences of other students. If questions exist regarding the suitability of the programme for people who have a disability, they will be offered the opportunity to discuss in full the specific support or facilities required, in consultation with QMU's Student Disability Adviser and the Award Co-ordinators. Support for students who may have disabilities will be provided in accordance with QMU regulations and the QMU Disability Policy. This can be found at:

http://www.qmu.ac.uk/prospective_students/student_services/disability.htm

Learning support will be organised through consultation with the Disability Co-ordinator for the Programme.

18. Quality Assurance arrangements

Queen Margaret University's policies and procedures for the management of academic quality are designed to ensure a consistent and rigorous approach to all aspects of programme management. They provide a framework for ensuring that decisions about programmes are made carefully and with due regard to both the interests of students and the maintenance of academic quality.

The University is responsible for dealing with its own quality assurance. However, it has to be able to demonstrate to bodies such as the Scottish Funding Council (SFC) and the Quality Assurance Agency for Higher Education (QAA) that it has procedures in place to allow it to discharge its responsibility effectively. The University has also to show how it takes note of national developments and benchmarks, such as the Scottish Credit and Qualifications Framework (SCQF) and subject benchmark statements.

The MSc Music Therapy (Nordoff Robbins) employs the following quality assurance mechanisms:

- Peer-based validation and review (using academic staff external to the programme).
- Annual programme monitoring.
- An External Examiner to monitor academic standards.
- Representation on the School Academic Board.
- Programme Committee to allow scrutiny and consistency of decision-making.
- Module evaluation (including evaluation of placements) and Staff Student Consultative Committee to allow students to give feedback and raise issues about the operation of the programme.