



**Queen Margaret
University**
EDINBURGH

School of Health Sciences



School of Health Sciences

PROGRAMME SPECIFICATION

MSc Music Therapy

October 2021

Document C

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1. Awarding Institution

Queen Margaret University

1.1 Teaching Institution

Metropolitan College, Athens and Queen Margaret University, Edinburgh

2. Programme accredited by

Health and Care Professions Council

3. Final Award

MSc Music Therapy

Subsidiary exit awards

Postgraduate Certificate in Person-centred practice (Music and Health)

Postgraduate Diploma in Person-centred practice (Music and Health)

4. Programme Title

MSc Music Therapy

5. UCAS Code (or other coding system if relevant)

-

6. SCQF Year

11

7. Mode of delivery and duration

2-year FT

8. Date of validation/Review

26 November 2021

9. Educational Aims of the Programme

9.1 The aims and outcomes of the MSc Person-centred Practice Framework are:

- to enable practitioners working in a variety of contexts to advance deep and critical understandings of different sources of knowledge including research evidence that contribute to the health and well-being of persons, groups and populations, in ways that are consistent with person-centredness;
- to create and enable communities of practice through collaborative and inter-professional working from the perspective of life-long learning.

On successful completion of the Masters degree, learners will be able to:

- Develop a critical understanding of the connection between theories, concepts and principles underpinning person-centredness and their application to practice in a variety of contexts
- Critically analyse, evaluate and synthesise different sources of evidence and knowledge contributing to the advancement of safe and effective person-centred practice
- Demonstrate leadership in making an identifiable contribution to change and the development of person-centred cultures providing quality of care for people, families and communities in a variety of practice contexts
- Critically explore value judgments underpinning complex decisions within the current health and social care landscape in conjunction with professional, ethical and legal frameworks underpinning autonomous and collaborative practice
- Influence and enable the transformative processes of personal and professional development through engagement, facilitation and evaluation of person-centred teaching and learning approaches
- Develop responses to complex health and social care challenges experienced by people, families and communities across the lifespan by integrating creative approaches to promoting health and well-being
- Engage and facilitate personal and professional development of self and others through critical thinking, reflective practice and transformative, communicative spaces
- Plan and undertake a significant project of investigation, work-based learning or research contributing to advancing practice.

The aim of the MSc Music Therapy will be to enable learners to develop into person-centred, confident skilled and reflexive practitioners, able to apply the knowledge, values, clinical and research skills needed to work effectively and creatively as a music therapist with people within diverse practice contexts, and to actively contribute to the growing profession in their local context, nationally and internationally.

In addition to the aims of the person-centred practice framework the learning aims of the MSc Music Therapy will be:

- Build the knowledge, skills, attitudes and behaviours to develop professional competencies that lead to eligibility for registration with the Health and Care Professions Council (HCPC)
- Develop a critical understanding and synthesis of the: philosophy, key theories, relevant knowledge, skills and practice of music therapy and the influence of context in shaping practice
- 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
- Develop knowledge, skills and values, which enable them to work effectively, autonomously, collaboratively and in partnership with individuals, groups, communities and other professionals

- Develop and apply the skills of research and enquiry to practice and produce original work which contributes to the profession of music therapy
- 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

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

- The Scottish Credit and Qualification Framework (SCQF)
- Queen Margaret University Taught Post Graduate Framework
- The Quality Assurance Agency (QAA) Code of Practice on Placement Learning
- Health and Care Professions Council (HCPC)

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

- Queen Margaret University Governance and Regulations
- HCPC Standards of Education and Training Guidance (2017)
- HCPC Standards of Proficiency for Arts Therapists (2013)
- Student Experience Strategy, QMU

11. Learning Outcomes of the Programme

Upon successful completion of the programme, learners will have met the criteria detailed in the HCPC Standards of Proficiency (2013) and Standards of Education and Training (2017), have experience of clinical practice and be equipped with a range of clinical and research skills, which facilitate the transferability of their knowledge to diverse contexts and settings. Following attributes and skills that are indicated as requirements of SCQF level 11, learners will be able to:

- practise safely and effectively within their scope of practice in accordance with the legal and ethical boundaries of music therapy
- apply knowledge, skills and understanding of systems and procedures within different settings, including referral, assessment, record keeping, and report writing; communicate effectively both verbally and in writing about the role, processes and potential outcomes of music therapy
- apply skills of reflection and engage with supervision as a responsible, sensitive and reflexive practitioner
- critically review and reflect on work as an autonomous music therapist exercising their own professional judgement and contribute effectively within a multidisciplinary team
- critically engage with supervision as a responsible, sensitive and reflexive practitioner
- apply a critical understanding of theory and research to therapeutic practice

- engage in critical and creative learning about child development and early human relationships and their impact on healthy development and wellbeing across the lifecycle
- demonstrate a critical understanding of psychodynamic theories that inform the practice of arts psychotherapies
- demonstrate a critical understanding of group theory and of practical application within the arts therapies in various contexts
- understand different socio-cultural perspectives on health and sickness
- critically analyse the characteristics of different methodological approaches and methods of research; and evaluate the applicability of different research methods within a specific clinical area
- demonstrate the musical skills required for music therapy practice
- critically reflect on personal musical development, creative processes within group improvisation and understanding of interpersonal group dynamics
- demonstrate responsiveness, openness, flexibility, sensitivity, and a capacity for interpersonal and self-awareness within musical interaction
- demonstrate knowledge of client groups, understand the role of the music therapist in different contexts
- develop awareness of collaborative arts-informed and arts-based processes as research practices in music therapy which align with person-centred practice
- demonstrate ongoing personal learning within your own arts-based processes
- examine determinants of health and wellbeing and discuss how different perspectives and values inform approaches in the arts therapies
- critically reflect on the relationship between contexts and practice considering environmental, social, and political influences
- implement rigorous and systematic inquiry of their own engagement in music and that of others that evidences an understanding of conscious and unconscious processes
- demonstrate the qualities of a reflexive practitioner considering key psychodynamic concepts in broader contexts including person-centred frameworks and collaborative practice
- explore and apply relevant intellectual approaches and practical skills, including those acquired in taught components, to the chosen topic
- develop critically, strategically and in depth a topic or area of interest arising from the work done within taught
- learning and teaching and positioned in their area of academic or professional interest
- demonstrate an ability to set the project in its wider context, to sustain argument and to present conclusions which will advance understanding of the subject, field or profession
- present and be able to defend rationale, approach, review or methodology.

12. Teaching and learning methods and strategies

Our learning and teaching strategies aim to employ effective methods of achieving the programme and module aims, while encouraging flexibility and innovation in meeting learner requirements. Thus the learner learning experience encompasses a variety of forms of learning/ teaching selected to be appropriate to the particular subject and level of the programme. We appreciate that it is important to continue efforts to improve and develop, especially in times of change and an ever-increasing pressure on resources. We continue to use a wide range of learning and teaching formats developed as appropriate to particular modules and levels of the programme which are commensurate with and facilitate the assessment of the HCPC competencies.

The competencies, standards and guidance outlined in the following HCPC documents underpin the MSc Music Therapy programme, to ensure that learners are provided with the appropriate learning and teaching opportunities to meet the standards of proficiency for Arts Therapists (2013):

HCPC (2012) Guidance on Health and Character

HCPC (2013) Standards of Proficiency: Arts Therapists

HCPC (2012) Standards of Conduct, Performance and Ethics

HCPC (2012) Guidance on Conduct, Ethics and Performance for Students

HCPC (2017) Standards of Education and Training (SETS) Guidance

12.1 Assumptions to learning

Graduate entrants will enter the programme from a range of disciplines. It is assumed that in the spirit of learning from each other, there will be respect for individuality, and the wealth of potential knowledge within the group used as the basis for further learning and partnership. This includes mutual co-operation and negotiation with academic and practice placement education staff.

Levels of motivation, understanding of and commitment to their chosen career will help maximise the opportunities for learning. Learners are expected to take responsibility and to be self-determining in constructing their learning experiences. It is assumed that they will already be questioning individuals, who are ready to challenge existing knowledge and to think critically, to evaluate evidence and have confidence in presenting their conclusions based on reasoned argument rather than rhetoric.

Previous undergraduate studies will have provided learners with a range of generic and transferable skills that will enhance the speed and effectiveness of their learning, ability to analyse and synthesise information, communication and presentation skills. Previous studies will have introduced them to skills such as presentation of assignments, coping with other forms of degree level assessment and computer literacy.

The programme will capitalise on learners' previous successful approaches to study. In addition it is expected that as mature learners, they will be more autonomous and self-directed. To foster lifelong learning there must be a culture, which encourages personal and professional development.

12.2 Approaches to Learning

The broad definition of problem-based learning within this programme involves a blended approach to learning, which allows for a flexibility of delivery to suit different learning styles. Methods and approaches will incorporate: case based learning, project work, learner centred, peer and interpersonal group learning, lectures, professional contacts, reflective diaries, self and peer assessment and e-learning. In relation to e-learning, all learners will be introduced to the HUB, which provides an important forum for group discussion and communication and is used in all modules (including practice education) to promote critical reflection and sharing throughout the learning experience.

12.2.1 Problem Based Learning (PBL)

There is some evidence of the effectiveness of PBL in education (Albanese and Mitchell, 1993; Boud and Felletti, 1998) and the objectives, defined by Barrows (1986), are to:

- structure knowledge in Practice Placement education contexts
- develop effective professional (clinical) reasoning skills
- develop effective self-directed learning skills
- increase motivation for learning

Additionally, Boud and Felletti (1998) state that no universally agreed set of practices that ought to be incorporated into a PBL curriculum have been recommended, however the following represent desirable characteristics of PBL:

- using case studies, vignettes, etc. to help learners discuss an important problem, question or issue
- present the issue or situation as a stimulation of professional practice or a “real life” situation
- appropriately guide learners’ critical thinking by providing resources to help them learn from defining and working on the given issue or problem
- have learners work collaboratively as a group, exploring information in and out of class with access to tutor (who may or may not be a subject specialist) who knows the issue or problem well and can facilitate the group’s learning process
- encourage learners to identify their own learning needs and appropriate use of available resources
- re-apply this new knowledge to the original issue or problem and evaluate the learning process through discussion.

This particular representation of problem-based learning continues to be appealing in that it seems to allow for flexibility in the interactive learning and teaching methods which have much to offer a programme of this type.

This model will therefore continue to offer learners the opportunity to participate in a variety of learning methods, which will foster personal autonomy, promote high-level interpersonal skills, offer a climate for deep learning and promote reflective practice. The configuration of integrated practice education and academic studies, which is predominant in this programme, permits very immediate

possibilities to reflect on practice. This constitutes a particular strength of this curriculum whereby learners can appreciate the transactional relationship between theory and practice.

The basis for this is a model of partnership, between learners, academic staff and Practice Educators, with staff acting as facilitators to promote professional discussion, reasoning and autonomous learning. The key is to provide a climate for learning that responds to learner diversity and adheres to the principles of life-long learning.

The main aims of this chosen approach are to:

- foster problem posing and problem-solving skills
- synthesise knowledge from relevant informing disciplines
- develop high level interpersonal skills particularly in relation to learning about teamwork and interagency work
- promote reflection-in-action and reflection-on-action
- provide the learner with a real-world context for learning
- promote conceptual versatility
- encourage creativity and independence of enquiry
- promote autonomous intellectual endeavour
- promote critical reflection of self and others

PBL within the music therapy programme aims to develop the learner's logical and systematic thinking along with the ability to draw reasoned conclusions and sustainable judgements.

12.2.2 Case Based Learning

A substantial percentage of the curriculum will be established around case studies, mirroring the experiential learning, which takes place in practice education and reflected upon in supervision groups. Learners will be required to analyse and evaluate cases at many different conceptual levels. A staff member will facilitate group interaction, setting a learning climate that will engender intellectual challenge, reflection and feedback.

12.2.3 Learner-centred, peer and group learning

Learner-led seminars, peer presentations (with peer and personal self-assessment) interpersonal learning groups and supervision groups encourage learners' responsibility for themselves and for each other. The juxtaposition of academic and practice education occurring in the same week over the whole programme, facilitates the meaningful experiences of learners. This allows continuous integration with issues from practice-based learning being brought into the classroom and allowing theoretical concepts to be applied. Learners will work in pairs, small groups and larger groups at different points in the curriculum.

12.2.4 Journal club

One opportunity for regular learner-led working is journal club. As part of the research-related input of the programme, year 1 and year 2 learners are encouraged to take part together in three Journal Club meetings per year. For each meeting, learners are invited to select a research-related music therapy journal article; which can be an article from an existing reading list. Participation is optional and not assessed but learners are invited to make a note of the key ideas and questions discussed at the meeting, and these notes are posted on the HUB.

12.2.5 Learner Conference

The programme team helped to set up the first learner conference in 2018. Learners have taken ownership of this event which runs annually and is a fantastic way for graduates and current learners to collaborate, learn from each other and network. The 3rd Music Therapy Learner Conference took place online and there was a great sense of connectedness. It is proposed that the future Learner Conferences will be shared across the arts therapies at QMU and Music Therapy learners at Metropolitan College.

Furthermore, MC holds annually seminars and workshops for all Allied Health Professions, called Developing U, which takes place at the intersemester break, across all MC campuses, where it provides the opportunity to students across programmes to get acquainted with specific topics and experts from Allied Health Professions, as a multidisciplinary interprofessional approach in teaching and learning.

12.2.6 Self-reflection

It is essential that music therapists are reflective practitioners and recognise the importance of their own developing musicianship. Reflection is used as a learning and assessment technique (formative and summative) both within classes at University and practice-based learning. Examples include: self-appraisal, reflective essays, reflective journals and reflective discussions. The development and implementation of reflective journals is seen as an important component of learner-centred learning.

12.2.7 Involvement of service users and carers

The music therapy programme team recognises the value of the inclusion of service users and carers within the delivery of the programme and that this should not be confined to practice-based learning. Service users from many different services provide inputs and are involved in teaching.

12.2.8 Teaching

The team endeavours to provide experiences, which scaffold understanding and conceptualise learning as a joint responsibility. Efforts to continually engage in a dialogue about the contribution of teaching towards learning on the programme are offered by:

- Peer teaching
- Constant feedback through module monitoring which specifically highlights teaching
- Overview of each module and discussion with other team members which includes critical evaluation of their teaching on the module

- Activity planning for staff which considers teaching loads, innovations and evaluation
- External Examiner’s views about teaching which they detect from the learner feedback, learner performance and other key performance indicators

Those who teach on the programme are required to be versatile and skilled in a wide range of approaches. The full range of experiences is offered including interactive lectures, seminars, workshops, role-play situations, group work and activities using the HUB. There is also a synergy in the subject area between teaching and research. To foster lifelong learning there must be a culture, which encourages personal and professional development.

13. Assessment

Assessment is an important and integral part of the learning process and, as such, feedback for formative, as well as summative assessments, must be meaningful, based on clear expectations and relevant to future practice. In addition, learners are expected to develop their own skills of self-assessment and to contribute to constructive commentary with their peers. The internalising of knowledge and development of professional and practical skills are critical to future competence as a therapist. It is therefore incumbent on the programme deliverers to ensure that evidence is available of required competencies having been achieved. These arise from practice education as well as through the range of assessments at University. All assessments will be in Greek while following the QMU academic calendar regarding submission dates. Furthermore, moderation process will be in Greek.

The academic assessments demonstrate increased depth of analytical thinking in line with postgraduate level study. The assessment requirements for the programme ensure that each learner is considered fit to practise as a music therapist. Assessments within the programme are both written and practical, summative and formative. For summative purposes, assignments will be graded according to specific criteria to each module.

Assessment criteria

1.	Addressing the task/question	Demonstrates outstanding originality in the application of knowledge and the development and inter-relationship between concepts, theories, policies and practice
2.	Knowledge and understanding	Demonstrates exceptional insight and breadth of knowledge
3.	Evaluation	Offers rigorous constructive evaluation and analysis of theory
4.	Critical reading	Presents extensive depth and breadth of reading

5.	Structure and communication	Answer is presented in a well-structured way; ideas are clearly expressed, and literature integrated into the text in a fluent manner. Demonstrates exceptional ability in synthesising theoretical knowledge.
7.	Presentation	Adheres to guidelines
8.	Referencing	Correct use of referencing in text and reference list
9.	Fluent grammatical writing style	Correct usage of Greek language (incl. spelling)

In general, the assessment pattern for each module reflects the aims and learning outcomes for that module. Information about assessments will be given at the beginning of each module, which will include full assessment specifications, due dates, criteria and details of feedback processes. An overview of the methods and timing of the different assessments are shown in Tables 7b and 7c for Years 1 and 2 respectively. These will be used in conjunction with the Grade Marking Criteria for Taught Postgraduate Modules, which can be found in Appendix 4 of the Postgraduate Framework <https://www.qmu.ac.uk/media/4009/taught-postgraduate-framework.pdf>

Learners are given written details of the exact timing of all assessments in the assessment schedule at the start of each academic year with any adjustments published via announcements on the HUB module home pages or e-mail. All modules are core, and all elements of the indicative content are rigorously assessed at the appropriate points in the programme to ensure learners have achieved the necessary level for safe practice at the point of applying for registration.

MSc Music Therapy Formative and Summative Module Assessments for Year 1.

Attendance: 2 days/ week at University and 1 day/week at practice-based learning setting

Module	Formative Assessment	Summative Assessment	Submission
Developmental and Relational Perspectives 20 credits	Directed group work and peer group assessment	Essay	April
Therapeutic Practice and Resources 20 credits	Presentation of a group activity including composition	Practical assessment with viva	March
Practice-based learning 1 40 Credits	Through supervision contact hours Mid-placement review	Practice Education Passport Practice Placement Assessment Report 10-15min presentation and viva	November April April

Theory and Practice of Person-Centred Health and Wellbeing 20 credits	A profile of the community you are working with and small group discussion (face to face or online)	Annotated bibliography (2000 words), a creative poster presentation (500 words) and 5 min filmed presentation	January
Leading Person-centred Practice for Health and Wellbeing 20 credits	Online group patchwork activity on the HUB@QMU for discussion relating to specific aspects of leadership and facilitation	An innovation in practice proposal and critically reflexive commentary (3000 words)	April

MSc Music Therapy Formative and Summative Module Assessments for Year 2.

Attendance: 1 day/ week at University and 2 days/week at practice-based learning setting

Module	Formative Assessment	Summative Assessment	Submission
Arts Therapies in Context 20 credits	Directed group work and peer group assessment	Art-based response and reflective writing (1000 words)	March
Practice-based learning 2 40 Credits	Through supervision contact hours Mid-placement review	Practice Placement Assessment 10-15 min presentation and viva	April April
Dissertation 60 Credits	Through supervision contact hours	11000-word dissertation.	April

13.1.1 Methods of assessment: formative

To enable learners to take ownership for their own learning, enhance their learning and ultimately enable achievement of the learning outcomes, formative assessment forms part of every module.

This can take several different forms that are aligned to the specific outcomes to be achieved e.g. feedback on communication skills via presentations, written assignments, supervision notes, participation in supervision and an interim external assessment of competencies by the Practice Educator and Personal Academic Tutor at the mid-placement review.

Assignments which are formatively assessed by staff and/ or fellow learners are equally important as summative assignments and provide opportunities for learners to learn from each other, articulate critical thinking and offer peer support.

13.1.2 Methods of assessment: summative

Summative assessments incorporate a variety of assessment methods including essays, posters, presentations and viva voce. These can assess a range of competencies confirming the development of a learner's key skill-mix. To maximise learning from assignments learners are given written feedback on their work which is thorough and been highly commended by the External Examiner in recent years. The learner has the opportunity to discuss their performance in general, including examinations, with their Personal Academic Tutor.

Established procedures are in place for learners with any special requirements. Any learner can apply for extension to assignment deadlines for valid reasons (such as certificated illness).

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

In line with the HCPC Standards for Education and Training, the programme has one exit point – MSc Music Therapy – for eligibility to apply for registration with Health and Care Professions Council (HCPC) via the International Route a music therapist. While there are another two subsidiary exit points (the Postgraduate Diploma in Music and Health and the Postgraduate Certificate of Education) these do **not** lead to professional registration with the HCPC. The exit routes are highlighted in the following table:

Table: Three exit points throughout the MSc Music Therapy

Award	Level	Credit Points
Postgraduate Certificate in Person-centred practice (Music and Health)	M/11	60
Postgraduate Diploma in Person-centred practice (Music and Health)	M/11	120
Master of Science in Music Therapy	M/11	240

A learner who has passed all academic and Practice Placement modules in accordance with the regulations shall be awarded the MSc in Music Therapy.

The Board of Examiners, at its discretion, may recommend the award of the Postgraduate Diploma or MSc with Distinction to a learner who, at the first attempt, has gained an average mark of at least 70% across all academic modules. The award of the Postgraduate or MSc with Merit will be awarded to a learner who, at the first attempt, gained an average mark of at least 60% across all academic modules.

15. **Admissions**

It is intended that an annual cohort to the MSc Music Therapy programme will comprise between 10 and 15 learners in each year with a potential increase to maximum 25 over the years. This would result eventually in 50 full-time learners concurrently taking the programme. The standard precepts of the QMU and Metropolitan College Admissions and Registration Regulations apply. For admission to postgraduate study this includes the requirement for applicants to have an honours degree or equivalent professional qualification as detailed in the admission eligibility section of Doc A.

15.1 Equal opportunities

Metropolitan College is committed to providing equal opportunities in education for all learners and will take all reasonable steps to meet both the general need for access and the specific needs of individuals with additional support needs.

All applicants are asked to declare any illness or disability during the application process. If they are offered a place, then they are invited to an appointment with the campus Disability Advisor as early as possible to discuss their requirements. This information is shared with the Programme Leader and the learner's Personal Academic Tutor (PAT). They will meet with the learner and discuss their individual learning plan (ILP). The content of the ILP is shared with the teaching team to ensure reasonable adjustments can be made.

Equally, QMU's Division of Occupational Therapy & Arts Therapies is committed to the provision of a policy of equal opportunity in learner selection. All applicants regardless of race, ethnic origins, religion, gender, sexual orientation, marital status or age can expect equal treatment. See also 9.4.8

Specific examples of equity, diversity and equality issues can be highlighted through established learner support for teaching and learning, access, identifying learning issues, making reasonable adjustment for disabilities and cultural issues which have been in place for some years. These services are accessible through: Learner Services, Effective Learning Service, Personal Academic Tutor System and Programme Leadership.

15.2 Recognition of Prior Learning (RPL)

The Recognition of Prior Learning, or RPL, encompasses the process whereby one can identify, explore and claim credit for previous certificated and/or experiential learning. Applicants however will not be able to receive accreditation in lieu of any part of their practice-based learning throughout the programme.

All applicants should refer to Metropolitan College's Registrar and Programme Leader for exploring further the Recognition of Prior Learning, following QMU's procedures which can be found at: <https://www.qmu.ac.uk/about-the-university/quality/quality-a-z-index/>

15.3 Health clearance checks

Metropolitan College is mindful of the health of both its learners and of the public/clients, with whom healthcare learners come into contact on placement. As a result, if an application is successful, we require the learner to comply with a confidential health screening check as advised by the Ministry of Health. The Learner Support Centre will advise on any follow-up, vaccination or other intervention which may be indicated. Health Screening Check is required annually.

15.4 Admission process

15.4.1 Introduction

Commonly, the Programme Leader would act as the Admissions Tutor and respond to applicant enquiries. A generic programme team email will be set up for all external enquiries. To help potential

applicants, funders and managers understand the requirements for application and study, information will also be made available on the College website, by email or at music therapy open days. The closing date for applications is usually in May depending on offers / demand and a waiting list system may operate if the programme reaches its capacity.

15.4.2 Admission eligibility

To be considered for admission to the MSc Music Therapy programme, an applicant should normally have:

- an honours degree or equivalent professional qualification (not necessarily in music);
- ΠΤΥΧΙΟ (Ptychio=Diploma/Degree) (University Sector) – when awarded by Greek State Universities (AEI or TEI) of 6 out of 10;
- demonstration of high standard of practical musicianship, flexibility and creativity on at least one instrument and/or voice.
- personal characteristics of maturity, openness and the ability to reflect on self in relation to others;
- relevant experience with people in the community, in education or in health settings;
- effective command of the English language (as detailed below)

For admission to the programme, non-Greek nationals (international students) or Greek nationals who have been schooled overseas may be admitted to the programme on demonstrating:

- Appropriate certification of Greek language competency recognised by the Greek educational authorities (Certificate of attainment in Greek at Level B2- ‘Πιστοποιητικό Ελληνομάθειας’);*
- Completion of secondary or post-secondary education in Greece will automatically meet the Greek language requirements.

** The Certificate of Attainment in Greek at Level B2 allows foreigners to register at a Greek institution of higher education, in case they do not have a Greek secondary education certificate (M.R. 152/B6/1504/30-5-2001 – Official Government Gazette 659 vol. B)*

Metropolitan College has established a Greek Language Support Centre to offer support in academic and general Greek as well as study, career and widely transferrable skills specifically aimed at and designed for international students. International students are also continuously encouraged to require individual tutorials for language advice.

All applicants must meet criteria for good health and good character in line with the QMU selection process. To attest to good health, each applicant must complete a **health questionnaire**. These are reviewed by the Programme Leader and if required a learner is referred to student services. To attest to good character, each applicant must supply **character references** from reliable referees. All candidates are required to produce an **updated criminal record** in order to be accepted onto the programme.

15.4.3 English Language Requirement for MSc Music Therapy

An IELTS score 6.0 is the required entry level of English language for the programme in which all assignments and assessments will be in Greek. Regarding the students' ability to understand and participate in the English part of the teaching delivery, students of B2 level should exhibit a sufficient command over English including a good understanding of complex language in unfamiliar situations. More specifically, the students who possess the following skills (according to the Common European Framework of Reference for Languages (CEFR)) can be considered Independent Users (B2) or Competent Users (6.0), thus, they will have the ability to attend the programme with success.

According to the CEFR, students of this level can demonstrate the following skills:

1. Show concrete understanding of the main ideas of a complex on any subject
2. Spontaneous interaction with ease to a degree
3. Ability to produce a clear and detailed text on diverse subjects
4. Skills of explaining a viewpoint by showing the advantages and disadvantages
5. Can offer clear descriptions
6. Express hesitation-free viewpoints
7. Show no error which causes misunderstanding and ability to self-correct
8. Fluent speaking
9. Ability to start a discussion and inviting contributions
10. Use a limited number of cohesive devices

On an academic level of language, and regarding productive skills, students should be able to pass on detailed information reliably, they can have sufficient vocabulary to express themselves on matters connected to their field and on most general topics and communicate with reasonable accuracy and they can correct mistakes if they have led to misunderstandings. Moreover, as far as writing is concerned, they can write clear and detailed texts (compositions, reports, or texts of presentations) on various topics related to their field of interest, they can write summaries of articles on topics of general interest, as well as summarizing information from different sources and media to develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.

Overall, a student who possesses the aforementioned skills along with the support and guidance of MC's English Language Department and tutors will be able to complete the programme unobtrusively.

Students will also be offered the alternative of the MC Achievement Test (which will be offered for free to applicants of this programme and prior to the commencement of teaching) to ensure that no perspective applicant is disadvantaged from being timely admitted to the programme due to additional costs or lack of opportunity.

MC Achievement Test

Overview

This MC Achievement Test has been administered to students at MC wishing to enrol on English-speaking programmes since 2017. The MC English Achievement Test has been developed to allow the English Language Department to evaluate and assess the English Language Competency of students so as to place them at the appropriate Level of study at MC meeting standards set and approved by both MC and the partner institution offering the programme.

According to our standard practice, all the sections of the MC English Achievement Test may be subject to change annually (subject to the Partner University's approval). Thus, versions of the MC Achievement Test can be sent to QMU for approval prior to being administered to students at MC. Following standard practice, MC will notify QMU of the version of the test administered for each sitting (from the ones approved) and a sample will then be sent for verification of results. The sample includes scanned copies of the written parts of the test as well as recordings of the speaking part of the test.

The MC Achievement Test consists of four sections that test all skills involved in the production of the English language: Reading, Listening and Writing and Speaking. In particular the test consists of the following parts:

Part 1: Writing (25%)

Part 2: Listening (25%)

Part 3: Reading (25%)

Part 4: Speaking (25%)

There is also an overall mark on a scale of 100%. Each part/skill is individually marked based on the IELTS grading scale. Overall duration of the written part of the test: 2.5 hours – overall duration of speaking part: 10 minutes. For the MSc Music Therapy programme, the following marks apply:

PASS MARK (with no conditions): The pass mark for the test is set at 60% - IELTS 6.0. Both Listening and Reading need to be minimum IELTS 6.0 and all other parts (Speaking and Writing) are minimum IELTS 5.5.

PASS MARK (with conditions): If an applicant achieves minimum IELTS 6.0 in Listening and Reading but they have at least one test below IELTS 5.5 and/or their overall mark is 50% - IELTS 5.5, then they will be required to undertake the English Language Module. All students who are required to undertake the English Language Module need to pass the relevant exam at the end of the first year of their studies. If they do not pass, then they carry over the module in their second year of study in the programme.

FAIL: If an applicant's overall mark is below IELTS 5.5 then they cannot be accepted into the programme.

Sample and Moderation

Upon completion of the administration of the sittings of the MC test a full list of students who had taken the test will be sent to QMU. Moreover, a sample of 5 tests will be sent (the sample included video recordings of the speaking part of the test). All tests are internally marked and moderated at MC and then sent to QMU for feedback and moderation. Following standard practice it is proposed that the test batches should follow these selection criteria:

- 1 x test that has missed the 5.5 criteria
- 1 x test that is a borderline pass on the 5.5 criteria
- 1-2 x tests which are a clear 5.5 pass
- 1 x test which is at 6.0 or higher

Marks in all sittings are agreed and verified by QMU.

Additional Support

English Language Module

The English Language Module (non-credited) is designed for students enrolled on a Postgraduate course. Successful completion of this module will be mandatory for students who pass with conditions the MC Achievement Test. Those who pass with no conditions can undertake the module only if they wish.

In this module students follow a series of formative assignments aiming at improving their research and academic writing skills. In particular, activities are designed to enhance students' ability at critical evaluation of sources, to encourage them to engage in self-reflection on their academic performance at writing and speaking and to enhance the research skills involved at dissertation level. The English Language module is delivered two hours per week, and it is year-long. MC's virtual environment (Moodle) offers access to supplementary material, lecture notes and other useful material.

Personal Tutoring on English Language Learning

The English Language Tutors are responsible for overseeing the students' progress during their English Language course. During designated office hours, students can consult the English Language Tutors, or they can telephone, e-mail, or leave a message to arrange an appointment.

Specifically, the aims of the personal tutor system are:

- to provide a first and consistent point of contact for students;
- to provide further support, advice and referral at key points in the student's study of the English Language;
- to challenge the student to get the most out of their time at the English Language Programme.

Numbers indicate that students visit and consult the English Language tutors frequently and the feedback received via the Student Feedback Questionnaires about the tutor system is very positive.

Academic Learning Centre

The Academic Learning Centre (ALC) has introduced a specialised student-support service for English-language Programmes. More specifically, during designated office hours, students can consult staff of ALC who specialises in English-language support by providing further support on referencing and academic writing in English. Staff at ALC work closely with teaching staff to ensure that all guidance and support follow the academic requirements set.

15.4.4 Protecting Vulnerable Groups Scheme

As learners work with vulnerable groups whilst on practice placement, a criminal record check is required. It is the learners' responsibility to obtain an updated criminal record, according to Greek legislation, and supply necessary documentation before commencing practice-based learning.

15.4.5 Health screening and criminal convictions

Metropolitan College is mindful of the health of both its learners and of the public/clients, with whom healthcare learners come into contact on placement. As a result, if an application is successful, we require the learner to comply with a confidential health screening check as advised by the Ministry of Health. The Learner Support Centre will advise on any follow-up, vaccination or other intervention which may be indicated.

Moreover, all applicants have to complete and sign the criminal convictions section in the application form, where they will have to declare whether they have any previous convictions / cautions / bind overs for criminal offences, and they will express their understanding that Metropolitan College may check their criminal records to confirm their declaration or to ascertain the nature of any potential previous offence(s). Moreover, each year returning learners will have to resubmit this declaration, in the form of a self-declaration they will be asked to sign.

Applicants with serious criminal convictions may be excluded from programmes as they may be unable to undertake certain clinical education placements or find employment on completion of the programme. Exclusion should not however be automatic. In reaching a decision about an applicant, therefore, programme teams are asked to take into account the age, nature and relevancy of the conviction, the applicants' attitude to it and his or her achievements since the conviction.

[The standard precepts of QMU Admission Regulations apply for criminal conviction. More information, can be found on the Quality website: <https://www.qmu.ac.uk/about-the-university/quality/quality-a-z-index/#e>

15.4.6 Applicants declaring a disability

Metropolitan College is committed to providing equal opportunities in education for all learners and will take all reasonable steps to meet both the general need for access and the specific needs of individuals with additional support needs.

All applicants are asked to declare any illness or disability during the application process. If they are offered a place, then they are invited to an appointment with the campus Disability Advisor as early as possible to discuss their requirements. This information is shared with the Programme Leader and

the learner's Personal Academic Tutor (PAT). They will meet with the learner and discuss their individual learning plan (ILP). The content of the ILP is shared with the teaching team to ensure reasonable adjustments can be made.

All applications from people with disabilities will be considered against the same criteria as applied to other applicants in the sense that a decision will be made that is based upon their academic merit and potential. The judgment of an applicant's academic entitlement to a place on a course will be considered separately to the practical considerations relating to accessibility. All applicants need to demonstrate prior attainment and aptitude. Where necessary, the College will make any arrangements for disabled learners, including reasonable adjustments to assessment methods and/or placement setting.

Information provided in an application will be retained on the College's records and, with the consent of the applicant, information about their individual needs may be made available to staff involved in the admissions process and those concerned with learner welfare in order for the College to carry out its duties.

Metropolitan College will take appropriate steps to ensure that its responsibilities under the Law 3699/2008 on Special Education and the Education of People with Disabilities or Special Educational Needs are enacted in a way that promotes the independence of disabled learners and staff and which tackles and eliminates discrimination against such individuals. Metropolitan College will also be guided by the Quality Assurance Agency Code of Practice: Student with Disabilities (1999) to embed inclusivity and equality of provision for all learners and staff.

Successful completion of the MSc Music Therapy programme offers eligibility to apply to the Health and Care Professions Council (HCPC) via the international route for registration as a music therapist. Individuals applying to this programme are advised to note that the HCPC makes the final decision on who can, and cannot, register. Therefore all potential applicants who are disabled are advised to contact the HCPC at www.hcpc-uk.org

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

QMU and MC admissions procedures ensure adherence to equal opportunities and anti-discriminatory policies. To avoid possible individual bias, all shortlisted applicants are required to attend an audition and interview with two music therapists, members of the MSc Music Therapy programme team, as described above, where a standard and regulated process is routinely followed. All applicants are asked the same range of questions and offered the same audition structure, while they are invited to ask any questions about the programme. Interviews are conducted in line with Admission procedures to 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 to the programme.

15.4.8 Audition and interview

Each application form is read carefully by the interview panel. Criteria used for shortlisting applicants before inviting them to interview include: evidence of a first degree; musical competence / experience; satisfactory references; personal statement which details why the applicant is interested in music therapy, and relevant experience.

The audition usually includes two parts: group improvisation with other applicants and an individual audition in which the applicant will be asked to: play a prepared piece on two instruments or two contrasting pieces on one instrument, improvise as directed; and sing a short song of own choice, if voice not main study.

The purpose of the interview is to assess each applicant's personal suitability for the profession of music therapy and their awareness of, and readiness for, the demands that the programme entails. These are normally carried out by two members of the team.

At all interviews, learners are informed of additional costs to the course, such as personal therapy and travel to placements. Insurance for placements is covered by MC.

Applicants who are unable to travel to the College (usually overseas applicants) may follow a different route. For the audition, the applicant is asked to complete the same tasks as those attending face-to-face but there is no group component. They record their playing and send the link to the programme team. Following receipt of this and evidence of a high level of musicianship, applicants are invited to interview by Zoom or another online video conference platform. This is arranged at a mutually convenient time and is normally with two members of the programme team.

After interview, applicants will be made an offer or rejected. Unconditional offers will be made where the applicant has satisfied the selection criteria. Conditional offers may be made where the applicant satisfies most selection criteria but some criteria are still outstanding such as expected completion of degree leading to the confirmation of their place in the programme. Applicants who do not satisfy selection criteria will be rejected. Please note that all offers made are conditional on production of a satisfactory criminal record. Registry officers administer this process, not the programme team.

15.4.9 Learners with disabilities or additional learning needs

Metropolitan College is committed to providing equal opportunities in education for all students and will take all reasonable steps to meet both the general need for access and the specific needs of individuals with additional support needs.

All applicants are asked to declare any illness or disability during the application process. If they are offered a place, then they are invited to an appointment with the campus Disability Advisor as early as possible to discuss their requirements. This information is shared with the Programme Leader and the student's Personal Academic Tutor (PAT). They will meet with the student and discuss their individual learning plan (ILP). The content of the ILP is shared with the teaching team to ensure reasonable adjustments can be made.

All applications from people with disabilities will be considered against the same criteria as applied to other applicants in the sense that a decision will be made that is based upon their academic merit and potential. The judgment of an applicant's academic entitlement to a place on a course will be considered separately to the practical considerations relating to accessibility. All applicants need to demonstrate prior attainment and aptitude. Where necessary, the College will make any arrangements for disabled students, including reasonable adjustments to assessment methods and/or placement setting.

Information provided in an application will be retained on the College's records and, with the consent of the applicant, information about their individual needs may be made available to staff involved in the admissions process and those concerned with student welfare in order for the College to carry out its duties.

Metropolitan College will take appropriate steps to ensure that its responsibilities under the Law 3699/2008 on Special Education and the Education of People with Disabilities or Special Educational Needs are enacted in a way that promotes the independence of disabled students and staff and which tackles and eliminates discrimination against such individuals. Metropolitan College will also be guided by the Quality Assurance Agency Code of Practice: Student with Disabilities (1999) to embed inclusivity and equality of provision for all students and staff.

15.4.10 Pre-admission information

Applicants who are successful in gaining admission are sent essential information prior to starting at Metropolitan College, with step-by-step guidance of the procedures needed to enrol as a post-graduate student within the Metropolitan College and QMU framework, during induction days.

15.5 Period of registration

Learners should normally complete their studies within two calendar years in order to gain the MSc in Music Therapy. Only in exceptional circumstances will a learner who has been required, or has chosen to withdraw from a programme, and who has not been granted a deferment of study, be permitted to re-enrol on the programme.

15.6 Fees

Fee levels will be determined by, and reviewed annually by the Governing Body and are available on request from the Admissions office. Fees cover matriculation, tuition, supervision, placement arrangements, the use of educational facilities and for entry to first diet, course examinations and assessment. Fees also include learner membership of the Students' Association and use of recreational facilities. MC students will contact MC's consultants regarding all of the above issues and will have direct communication with MC Administration Office.

Fees do not cover costs associated with reassessment, nor accommodation or travel costs associated with practice-based learning. Details of additional costs are available from the Programme Leader and prospective learners are told of the additional costs at interview.

15.7 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 learners who choose to study at more than one European university, including exchange learners. The ECTS defines credit slightly differently to the SCQF system. Queen Margaret University embraces international learners and will consider ECTS credits for learners entering programmes with prior qualifications from European universities.

16. Learner support

16.1 University support services

A number of services and provisions are offered to learners enrolled in the programme offering the maximum opportunity for a fruitful experience at Metropolitan College.

Learners with disabilities or additional learning needs are supported by the Centre for Diagnosis and Support of People with Specific Learning Difficulties, who ensures that all reasonable adjustments are put in place to support the student in relation to teaching, learning and assessment. Individual learning plans are communicated to relevant staff. Meetings are held once per semester to discuss learning plans and make adjustments if necessary. Learning plans will be communicated to mentors in work-based learning in agreement with the student. The Centre for Diagnosis and Support of People with Specific Learning Difficulties provides advice and guidance to help develop the individual learning plan, and can also guide learners towards additional resources and assistive technology where required.

Other University support services include:

- administrative support from the School Office and Registry
- training in academic skills from the Academic Learning Centre
- English language classes for students whose first language is not English from the English Language Department
- a range of services to aid direct entrants, including a dedicated induction week and peer mentoring
- support provided by the Library Helpdesk and liaison librarians

16.2 Longitudinal induction

All students are provided with a subject level induction when they join the programme. As well as providing essential information about the course and what learners should expect, this includes 'ice-breaker' activities and input via video from recent graduates, who record their 'advice' for the new learners.

Throughout the year, useful resources and guides are made available to students via the Hub and signposted by lecturing staff when appropriate.

16.3 Personal academic tutor system

All learners are allocated a Personal Academic Tutor (PAT) who offers support and academic advice on the module choices, academic work and other support services. Learners are encouraged to meet with their PAT once a semester and an agreed record is maintained of all meetings. Learners may also consult their module co-ordinators on an individual basis for information about specific modules, and/or seek academic from the Programme Leader. Further details associated with PATs at QMU can be found here: <https://www.qmu.ac.uk/media/3976/pat-policy.pdf>

16.4 Learner Services

The Academic Learning Centre, the Counselling Centre, Career's Office and the Centre for Diagnosis and Support of People with Specific Learning Difficulties are three of the support system structures that learners can come for information, advice, guidance and opportunities necessary to a successful experience and achievement whilst studying at MC. All of the above Centres work with learners to address issues and overcome obstacles that might stand in the way of learner progress. The Centres comprise a team of specialists in the areas of careers and learner employment, disability advice, counselling and financial advice.

16.5 Learners with Disabilities

QMU and Metropolitan College are committed to providing equal opportunities in education for all students and will take all reasonable steps to meet both the general need for access and the specific needs of individuals with additional support needs.

All applicants are asked to declare any illness or disability during the application process. If they are offered a place, then they are invited to an appointment with a member of staff from the Academic Learning Centre as early as possible to discuss their requirements. This information is shared with the Programme Leader and the student's Personal Academic Tutor (PAT). They will meet with the student and discuss their individual learning plan (ILP). The content of the ILP is shared with the teaching team to ensure reasonable adjustments can be made.

Applicants will not be discriminated against and reasonable adjustment will be made in accordance with the College's policy and anti-discriminatory laws.

16.6 Counselling

The Metropolitan College Counselling Centre aims to optimise the well-being of learners by providing them with support and with the opportunity to examine the issues which prevent them from maximising their full potential.

The Metropolitan College Counselling Centre aspires to certain standards and goals, including: having qualified psychologists and counsellors who are committed to ongoing professional development, ensuring that the services provided operate within ethical guidelines and specific codes of behaviour for psychologists and counsellors, maintaining a professional focus that is free of bias and discrimination, establishing sound learner feedback procedures in order to improve the type of support services offered.

The Counselling Centre aims to offer learners: free, voluntary and confidential counselling; the opportunity to receive support and advice from trained professionals; opportunities to attend structured group settings over a variety of counselling related themes and topics.

The Counselling Centre offers individual support and advice to learners who are faced with personal problems - for example anxiety, stress, depression, eating disorders and bereavement. The Counselling Centre can also help learners with other issues such as family problems, relationship problems, making difficult decisions or choices, and problems adjusting to academic life and academic demands. The services of the Counselling Centre are available to all registered learners of Metropolitan College.

Any information that learners provide to staff at the Counselling Centre is kept strictly confidential and will not be revealed to any third parties, unless there is reason to believe that the learner or others may be at risk.

Learners wishing to make an appointment can complete and submit an appointment request form, located outside the counselling centre. The counselling centre staff will contact learners as soon as possible in order to schedule a meeting. Alternatively, learners can also email their request at: counselling@Metropolitan College.edu.gr

16.7 Equality and Diversity

The principles of equality and diversity are built into structures and processes of QMU to ensure that they are foundational in any developments that take place. <https://www.qmu.ac.uk/about-the-university/equality-and-diversity/>

Additional processes to support equality and diversity are embedded as part of the Annual Monitoring Reports (AMR) submitted each year to QMU Governance and the Head of Division of Occupational Therapy & Arts Therapies for review. In addition, learners are represented as part of the Programme Committee which meets once each semester. Learners are encouraged to participate in the annual Queen Margaret University Learner Survey (QSS), the QMU internal post graduate survey of learner experience and satisfaction, along with Metropolitan College's internal student surveys.

The institutional structures of the admissions process and learner services in conjunction with the personal support of learners throughout their studies from their PAT and Programme Leader also seek to ensure equality and diversity.

16.8 Learner representatives

Opportunities are offered to learners to become learner representatives on the Programme Committee. Each year two learner representatives are elected and attend Programme Committee meetings once a semester. This is an opportunity to share wider learner feedback related to the learner experience and programme content with the programme team. See 15.8 and 15.9 for more details.

17. Quality assurance

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. The programme is governed by the standard quality assurance procedures of the University, as set out in detail on the University website: <https://www.qmu.ac.uk/about-the-university/quality/>

The University is responsible for dealing with its own quality assurance. 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 University's quality framework includes five main pillars:

- Validation and periodic review
- External examiners
- Annual programme monitoring
- Committee scrutiny
- Student feedback

An external examiner is appointed for the programme who meets the criteria set out in the University's Governance and Regulations. The external examiner is registered with the HCPC. Marks cannot be confirmed by the Board of Examiners without approval of the external examiner.

Each external examiner writes an annual report commenting on the curriculum, management of assessment and standards of student achievement. This report is copied to the Principal, University Secretary and Dean of School, as well as the Programme Leader, who is required to respond on behalf of the programme team. Responses are reviewed by the Dean of School to confirm any issues raised by the examiner have been addressed.

Each Programme Leader is required to write a programme monitoring report every year. This report is enhancement led and reflective, asking programme leaders to comment on the success of the programme and identify any examples of good practice. The report includes an annual action plan and an update on progress against the previous year's action plan.

Reports are submitted centrally to the Division of Governance and Quality Enhancement and copied to the Head of Division and Dean. The Dean of School subsequently prepares a composite report for consideration by the School Academic Board and Student Experience Committee. This process provides for oversight of the management and operation of programmes. It facilitates dissemination of good practice and allows matters of interest to the University or one of its senior committees to be referred to the appropriate level.

QMU operates a committee structure which allows for collective scrutiny of key decisions affecting taught programmes, and for sharing of good practice with colleagues. Changes to the programme

between reviews are submitted to the Programme Committee, which then makes recommendations to the School Academic Board. The School Academic Board has overall responsibility for the quality of programmes delivered within the School.

Programme Leaders gather student feedback on the quality of the student experience on an on-going basis. Mechanisms include:

- Student representation and staff-student consultative committees
- Module evaluation
- National Student Survey and QMU Student Survey

Student feedback is reported on at the Programme Committee and appropriate actions agreed in response. These actions are built into the annual programme monitoring report and action plan.