School of Health Sciences

**Division of Occupational Therapy
and Arts Therapies**

**Programme and
Practice-Based Learning Handbook
MSc Music Therapy**

2023/2024

Programme team

Name & Position	Contact Information	
Dr Philippa Derrington **Dr Duncan Pentland** Interim Deputy Heads of Division (Occupational Therapy and Arts Therapies)	pderrington@qmu.ac.uk dpentland@qmu.ac.uk	
Dr. Philippa Derrington Programme Leader (MSc Music Therapy) Senior Lecturer (QMU: Mon -Fri)	pderrington@qmu.ac.uk	
Clare Gillespie Lecturer (QMU: Tues)	cgillespie1@qmu.ac.uk	
Dr Nicky Haire Lecturer (QMU: Tues, Weds, Thurs)	nhaire@qmu.ac.uk	
Emma Maclean Lecturer (QMU: Tues and Thurs)	emaclean@qmu.ac.uk	
Suzannah Scott-Moncrieff Lecturer (QMU: Thurs)	sscott-moncrieff@qmu.ac.uk	
Dr. Giorgos Tsiris Senior Lecturer (QMU and St Columba's Hospice: Mon-Fri)	gtsiris@qmu.ac.uk	
Nicola Crowley School Manager – School of Health Sciences	ncrowley@qmu.ac.uk	
Practice Education Administrators **Gill Glover (Practice Education Administrator for Music Therapy)**	PlacementAdministration@qmu.ac.uk gglover@qmu.ac.uk	
Tamsyn Sloan Library Liaison	tsloan@qmu.ac.uk	
Julie MacRitchie Disability Adviser	disabilityadvisers@qmu.ac.uk	

Glossary

Practice Education	The practice area in which a learner is educated for a stipulated period of time and where professional competence is assessed.
Professional Practice Tutor (PPT)	The academic member of staff based at the higher education institution who coordinates the practice education elements of the programme. The role includes the development of new placements and the education of practice educators.
Personal Academic Tutor (PAT)	A member of staff and registered Music Therapist who acts as a contact person for a group of learners and their Practice Educators throughout practice-based learning. The PAT also supervises the group of learners and carries out practice-based learning assessments.
Practice Education Coordinator	The practice education coordinator's role normally includes the co-ordination of practice-based learning across a specific site/sector, liaising with the higher education institution and acting in an advisory capacity to Practice Educators and learners as required during practice experiences. Also responsible for non NHS Placement contracts. (NHS Practice Placement agreements are signed off at a School wide level).
Practice Placement Administrator	The practice placement administrator role normally includes all administrative matters.
Practice Educator (PE)	The Practice Educator is the person supervising the learner on placement and is involved in the learner's practice-based learning assessment. The Practice Educator may or may not be a Music Therapist, attends QMU Practice Education training course and is familiar with the University.
Practice Education Passport	Pre-placement education and part of Practice-based learning 1 (Level 1)

Contents

1.   Introduction

Welcome to the MSc Music Therapy programme!

This handbook is intended to provide leaners and Practice Educators with information about QMU, student services, and specific programme infromation including practice-based learning and learning resources.

It should be read in conjunction with the University website:

https://www.qmu.ac.uk/

All information regarding induction, SmartCard, timetables and the student portal:
https://www.qmu.ac.uk/current-learners/current-learners-general-information/

1.1   MSc Music Therapy

The MSc Music Therapy sits together with Art Psychotherapy, Dramatherapy and Play Therapy as an arts therapies pathway within the Person-Centred Practice Framework, in the School of Health Sciences. In this context, we are continuing to develop a programme that is built on our reputation at QMU as a dynamic hub for teaching, learning and research into music therapy in Scotland and internationally.

The roots of the music therapy profession in the United Kingdom (UK) are strongly influenced by both psychoanalytic thinking and creative musical improvisation. Following on from these roots, the music therapy programme at QMU continues to invite an eclectic attitude to practice. Drawing on music-centred experiences and informed by psychodynamic theory when exploring relational processes in music therapy, we follow an integrative approach framed by Person-centred Practice and led by the persons we are working with.

When we think about the music making in music therapy and about the music therapy relationship or group, we may do so with consideration of conscious and unconscious processes. Therefore, the music – what may be felt, sounded and shared – can also be received as expressive of an inner experience that may have previously been unconscious, inaccessible, or unarticulated.

What happens between the music therapist and the person in therapy or between music therapy group members, is considered as potentially having roots in early experience; as the presenting past that can be worked with as patterns of relating, and ways of being come into consciousness through interactions within the music making in the present. The reparative possibilities of music therapy can be understood with reference to the conditions that influence development within early years, and we seek to provide therapeutic environments that provide the security, holding and containment conducive to the work and play of music therapy.

As a music therapy learner, you will attend psycho-dynamically oriented personal therapy throughout your training and in this weekly space, you will work with your own conscious and unconscious

processes towards the ultimate goal of becoming a reflexive, self-aware, sensitive and highly attuned person. You will attend interpersonal learning groups; a forum for experiencing and exploring what may happen between people, with the use of music making as a means of deepening and enriching the relational experience, again with the end focus on gaining the skills you will need in practice. Supervision seminar groups will be an opportunity for you to work with your supervisor and your peers to explore the music and the interpersonal dynamics within your practice-based learning music therapy sessions, engaging with what may be happening on conscious and unconscious levels. The staff team also individually attend psycho-dynamically informed supervision to think about their practice and our work with you as learners.

In a music therapy relationship, the music therapist is sensitive to power dynamics that arise with different roles. In learning to be with the person, we practise the skills of careful attunement, of developing our awareness of what may be happening at an intersubjective level, of carefully attending to the sounds and music, often working in a way that is primarily non-verbal and always listening to the person and their story. In this way, the music therapy process is a fundamentally person-centred one. The person in music therapy makes use of the space to experience themselves more fully in a context of respect for, and sensitivity towards, personhood wherever they may be in their life journey and at a pace that is right for them. The stance of a music therapist in contemporary practice is very much one of being 'alongside' (albeit within clear professional boundaries) rather than one of expert-practitioner. The person in therapy leads the work and is encouraged to discover personal meaning and direction.

Since the programme was revalidated in 2020, this essential person-centredness of music therapy meets the Person-centred Practice Framework, an established framework for practice developed by Professor Brendan McCormack and colleagues in the Division of Nursing and Paramedic Science at Queen Margaret University Edinburgh. All aspects of teaching, learning and practice are supported within this framework.

The modular structure that incorporates two core Person-centred Practice Framework modules in addition to the arts therapies specific modules opens up an exciting opportunity for us to engage in shared learning and dialogue with our colleagues beyond the arts therapies, to engage with critical thinking more widely in the area of personhood and person-centred practice, moving between thinking about our work as music therapists and the wider systems and cultures in which we may find ourselves as professionals. We will consider a range of philosophical perspectives on personhood and how these perspectives may relate to our practice context and to healthful cultures and human flourishing within the sectors in which we work. There will be ongoing opportunities to look at ourselves and our work in relation to Person-centred theory and consider how we may lead and facilitate Person-centred practice within our workplace, particularly in relation to our role as music therapists, using music as a vehicle for positive growth and development within a therapeutic environment.

The programme team are very much looking forward to working with you as together we weave the threads of the new Person-Centred Practice Framework modules into the overall learning within the MSc Music Therapy in what promises to be a creative and dynamic phase in the life of the programme

2. MSc Music Therapy within the MSc Person-Centred Practice Framework

The aim of the MSc Music Therapy is 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. The MSc Music Therapy sits alongside several other pathways in the Person-Centred Practice Framework:

MSc PERSON-CENTRED PRACTICE PATHWAYS

- Generic pathway
- Public Health & Wellbeing pathway
- Occupational Therapy pathway
- Music Therapy pathway
- Art Psychotherapy pathway
- Palliative Care pathway
- District Nursing pathway
- Independent & Supplementary Prescribing pathway
- Health Visiting pathway
- School Nursing pathway
- Mental Health & Wellbeing pathway

2.1 The Vision of the Person-Centred Practice Framework

Person-centred practitioners emerging from programmes within this framework are prepared and committed to life-long learning. They seek to understand persons in the context of their life stories, helping them to make decisions and choices that fit their life and benefit their overall sense of health and well-being. Being in the moment, person-centred practitioners are compassionate, authentic, respectful, and celebrate diversity. True to the values of their profession, they have integrated ways of doing and being, demonstrating professional artistry through confident application of their range of knowledge. They are reflexive, thought*ful*, able to draw on philosophical ideas, and can engage in critical discussions. As collaborators, they negotiate across boundaries with a balance of courage, creativity, humour and ability to be vulnerable. They are responsive and inspiring leaders, who accept responsibility and create conditions for empowerment of self and others. Self-compassionate, they know how to access and utilise systems of support to enable person-centred practice.

2.2 Music Therapy within the Division of Occupational Therapy and Arts Therapies

The Divisional team worked together to establish a shared vision:

Our vision is to create better lives and flourishing communities for people. We do this by facilitating and developing professional excellence, celebrating our local and international collaborations and learners from near and far.

We anticipate and respond to international and local trends with critical and ethical research, scholarship and practice that travel safely and successfully around the world, contributing to social and personal transformations.

What we do is underpinned by:

- Celebration of diversity
- Respect for individual and collective histories
- Commitment to human rights, social inclusion and justice as everyday practices
- Commitment to collaboration and collectivism for progressive practice
- An obligation to create an ecologically sustainable future by facilitating global citizenship
- Belief in creativity and innovation as fundamental to change
- Dedication to professional and innovative learning
- Commitment to promoting health by recognising and engaging with complexity

2.3 Music Therapy within the Arts Therapies Pathway

As part of developing person-centred practice within the arts therapies, the following pillars were identified as underpinning our education, research and practice.

Creativity	Relational working	Psychodynamic perspectives	Ecology	Integrity
Commitment to the arts and play as catalysts for change	"Being in relation" as central within our work .	Work with conscious and unconscious patterns of relating	Contextual responsiveness in reflective practice	Integrity in our teaching and learning culture
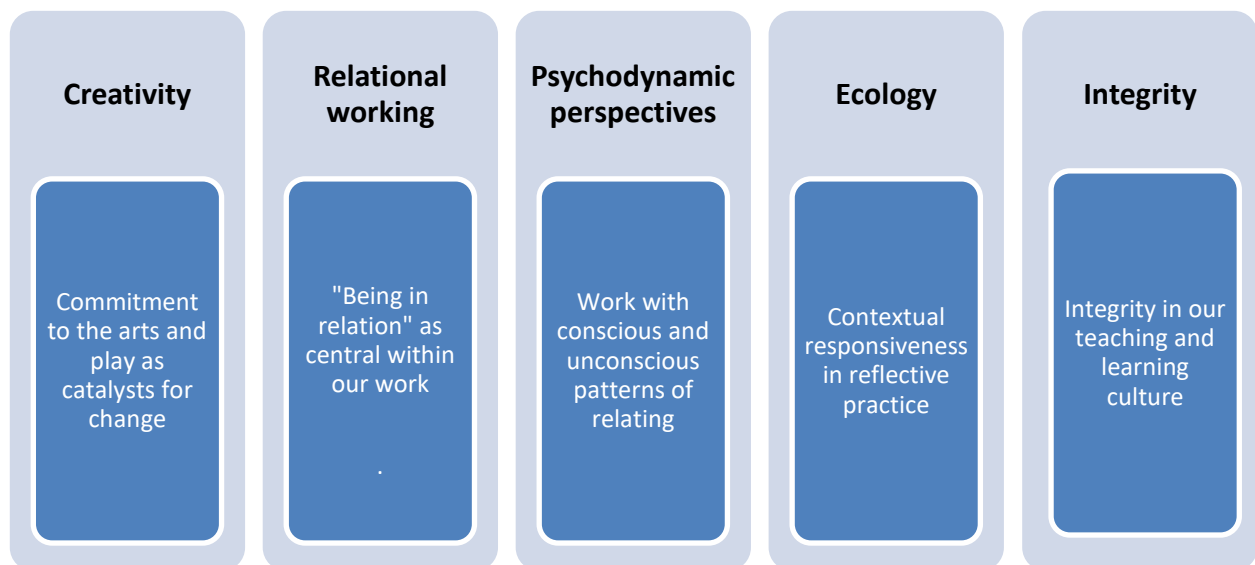
2.4 The aims and outcomes of the MSc Person-centred Practice Framework are:

- 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.

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

- 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

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 a 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 service user 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

3. Programme structure

The MSc in Music Therapy is taught as an integrated programme. All the modules integrate learning across practical, theoretical, experiential and research based fields. The programme puts emphasis on experiential learning, peer support and self-development so directed and independent study is inherent in all modules. It is a two-year full-time pre-registration programme, where all modules are core. There will be opportunities for the music therapy learners to work with other learners from other AHP programmes and Nursing within QMU, and most closely with learners from other arts therapies programmes.

In Year 1, teaching takes place at University two days per week (Tuesday and Wednesday) with practice-based learning one day each week; in Year 2, teaching takes place on one day each week (Thursday) with practice-based learning two days each week. At University, learners participate in lectures, workshops, seminars, small and large group activities, tutorials and supervision seminar groups. Some modules contain inter-disciplinary and inter-professional working, teaching and delivery.

In order for learners to be fit for purpose and eligible for registration with the HCPC, the programme has been developed in accordance with the relevant benchmarking documents and, in particular, the HCPC Standards of Education and Training (2017), the HCPC Standards of Proficiency for Arts Therapists (2013) along with consideration of key healthcare drivers.

3.1 Overview of modules

Learners will be given information for each module, including assessment, reading and other resources at the start of each year. Module descriptors are included as appendices to this handbook. The modules are separate but relate to, and inform each other.

Learner-led seminars, peer presentations (with peer and personal self-assessment) interpersonal learning groups and supervision seminar 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.

Year 1
Attendance: 2 days/ week for classes run by University and 1 day/week for practice-based learning

Year 2
Attendance: 1 day/ week for classes run by University and 2 days/week on practice-based learning

3.2   Personal therapy

It is a requirement of the Health and Care Professions Council (HCPC) that all learners undertaking an arts therapy programme attend regular, individual personal therapy during the period of study. Personal therapy facilitates invaluable personal and professional growth. Learners are required to undertake personal therapy throughout the programme, beginning in the first Semester, and are encouraged, if appropriate, to stay with the same therapist throughout the training. This requirement is not assessed, however learners must provide signed evidence from their therapist showing that they have attended a minimum of 40 hours of personal therapy by the end of the course. These sessions are not funded by the University and costs must be covered by the learner.

It may be helpful to bear the following points in mind when seeking and working with a therapist:

- It is recommended that you find a therapist to work with in person, if possible. However, if you are unable to find a suitable therapist who you can meet in person, you may choose to work with a therapist who provides tele-therapy via video or phone. If you use telehealth services, the therapist *must* be registered or licensed to provide therapy services in the same country that you reside in.

- Some therapists may have an eclectic approach to therapy that encompasses a wide range of theoretical orientations; QMU recommends therapists whose approaches include (but may not be limited to) psychodynamic theory, given the largely psychodynamic focus of the QMU arts therapies courses. Ask your prospective therapist about their theoretical approach and whether it encompasses psychodynamic theory.

- Make sure the therapist is registered with an appropriate professional body, and has been qualified for at least 5 years. E.g. arts therapists must be registered with the Health and Care Professions Council (HCPC), and psychotherapists and counsellors may be registered with the British Association for Counselling and Psychotherapy (BACP).You can check if a person is registered on the websites for the respective organisations.

- Try and speak with a prospective therapist on the phone first; this gives you a chance to ask questions, and to tell them a little about yourself. Trust your intuition if you don't feel positive about the initial contact with the therapist – it is important to find a therapist that you feel comfortable with and feel that you can trust. Every therapist is *not* a suitable match for every person, so don't be afraid to speak to several therapists before choosing to work with someone. Even after several sessions with a therapist, you may change your mind and decide that they are not a good fit for you; you are under no obligation to stay in a therapeutic relationship that does not feel safe or comfortable, or that you do not feel is meeting your needs.

- It is recommended that you work with a therapist on a regular, weekly basis. If your therapist cannot accommodate consistent weekly sessions, then they may not be a good fit for this requirement.

- You may choose to work with an arts therapist. Again, please refer to the above recommendations when selecting a registered arts therapist.

- All therapists must uphold the standards and ethics of their respective registering body (e.g. you can read the standards of conduct, performance and ethics for arts therapists in the UK here: https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-conduct-performance-and-ethics.pdf). If you have concerns or questions about your experience in personal therapy, please seek advice from your Personal Academic Tutor as soon as possible. You are also within your right to report any concerns you may have about your therapist to the registering body to which your therapist belongs.

Confidentiality and boundaries are a vital aspect of all psychotherapeutic relationships and a necessary prerequisite for establishing conditions of trust and safety. It is important, therefore, that contact between the programme and each learner's therapist be kept to an absolute minimum. Some contact, however, is obviously necessary in order to ensure learners fulfil this particular requirement of the programme. All learners will be asked to provide the Programme Leader with the name and address of their therapist as soon as possible after entering therapy. At the end of the programme, each learner's therapist will be requested to complete and return a form confirming that the required amount of personal therapy has been undertaken.

For useful links to find a therapist, see Appendix 10.

3.3 Interpersonal Learning Group

This experiential group forms a key element in the learner's development in year 1 and is part of the module *Developmental and Relational Perspectives*. The group offers the opportunity for learners to explore ways of relating and critically reflecting on the interpersonal experience of participating in a group. Learners will develop deeper awareness of self in relation to others and gain a greater understanding of how this may be expressed and communicated in a group process.

The group usually runs fortnightly and is led by an experienced facilitator. Attendance is a compulsory part of the programme and active participation is encouraged.
If a learner has a concern at any point, they should contact their Personal Academic Tutor or Programme Leader.

3.4 Mode of attendance

Attendance is full-time and for two years. In exceptional circumstances learners may take the programme on a part-time basis. This flexibility aims to address specific needs and circumstances of individual learners. The necessary collaboration between tutors and learners, and between learners themselves, means that, as a whole, this programme is not suitable for distance learning.

When individual tutorials are missed without prior warning, it is only under exceptional circumstance that they will be re-arranged.

- All learners will have their attendance monitored. When on campus, learners are required to swipe their Smartcard into classes to record attendance at teaching events via Electronic Attendance Monitoring (ERA). See https://www.qmu.ac.uk/current-students/current-students-general-information/induction-for-new-students/induction-schedules-and-matriculation/ for more details and http://archive.qmu.ac.uk/quality/documents/qmu%20attendance%20registration%20staff%20faqs%20post-review%20010716%20(2).pdf for FAQs.

- The expected level of attendance is 100% to achieve the learning outcomes of an accelerated programme. Learners who have an unacceptable level of absences may be prevented from going on to practice-based learning or continuing on the course and will be referred to the Fitness of Practice process.

- The Attendance Policy is available at https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/ (Student Attendance Policy).

- Learners are responsible for ensuring that their attendance matches the requirements of the placement provider. Placement providers will inform the University if a learner is failing to maintain a good attendance record, which may lead to the leaner being withdrawn from the placement activity and potentially from their programme of study.

3.5 Programme management

The **_Programme Leader_** undertakes the day-to-day management of the MSc in Music Therapy programme and chairs the programme committees. The programme leader coordinates programme evaluation, annual monitoring, correspondence with module coordinators, and oversees the programme's teaching and learning as well as issues as they arise, including supporting staff and learners in difficult circumstances.

Module Coordinators manage the day-to-day running of a module and are the face-to-face contact with the learners. They have an overall responsibility for the organisation of the teaching and learning of the module, assuring that learners have access to online materials and updated module information e.g. assessment. Likewise, feedback of assignment comments to learners and module evaluation are undertaken in this role.

3.6 Learning, teaching and assessment

The learning, teaching and assessment methods for the MSc Music Therapy develop increasingly independent learners. Learners participate in lectures, workshops, seminars, small and large group activities, tutorials, and supervision seminar groups. The programme team aims to enable learners to learn from and with others, through supportive peer-assessment and feedback and collaborative working is promoted.

The programme puts emphasis on experiential learning, peer support and self-development. In addition to University and online learning, learners attend practice-based learning. Directed and independent study forms part in all modules in the programme and information about each module is provided at the start of each year.

We continue to use a wide range of learning and teaching formats developed as appropriate to 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).

3.6.1 Canvas

The QMU e-learning environment, Canvas, is used as a teaching platform (virtual learning) and offers learning resources for all modules. Learners should frequently consult the programme and module areas on Canvas for up-to-date programme changes and news. Canvas (qmu.ac.uk)
There is also a Canvas Student app that you can download.

3.6.2 Involvement of service users and carers

Service users and carers are an integral part of the programme and are invited to teach in both years. The programme has close links to the team at CAPS Advocacy http://capsadvocacy.org/ whose various teams of volunteers regularly give talks.

3.6.3 Journal club

Journal Club offers an opportunity for regular learner-led working across cohorts. As part of the research-related input of the programme, year 1 and year 2 learners are encouraged to take part in Journal Club meetings.

3.6.4 Learner Conference

This runs annually in November, is entirely learner-led and provides a fantastic way for graduates and current learners to collaborate, learn from each other and network.

3.6.5 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 from University and practice-based learning. Examples include self-appraisal, reflective essays, reflective journals, and reflective discussions.

3.6.6 Assessment

The assessment requirements for the programme ensure that each learner is considered fit to practise as a music therapist. In keeping with the descriptors set at SCQF Level 11, it is important that in each area of assessment, learners are able to demonstrate critical understanding.
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. The criteria are set out in each module' assessment.

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, and criteria. A summary of the different assessments is shown in Tables 5 and 6 for Year 1 and 2 respectively.

These will be used in conjunction with the Grade Marking Criteria for Taught Postgraduate Modules, (see Appendix 13).

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

All supervision and assessment will comply with University policies. Assessment regulations and related documents can be found at: https://www.qmu.ac.uk/current-students/current-students-general-information/examinations-and-assessment/

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

Module	Formative Assessment	Summative Assessment	Submission
Developmental and Relational Perspectives* 20 credits OM193	Directed group work and peer group assessment	Essay	April
Therapeutic Practice and Resources 20 credits OM192	Various, including group activities	Practical assessment Reflective essay	December March
Practice-based learning 1 40 Credits OM191	Supervision seminars Mid-placement review	Practice Education Passport Practice-based learning Report 10-15min presentation followed by viva	January April April
Theory and Practice of Person-Centred Health and Wellbeing* **20 credits** **NM369**	Reflexive discussion within seminar touchpoints	A critical reflection on person-centred theory (2500 words)	December
Leading Person-centred Practice for Health and Wellbeing* **20 credits** **NM370**	Discussion within seminar touchpoints and online (Canvas), relating to specific aspects of leadership and facilitation	An innovation in practice proposal and critically reflexive commentary (3000 words)	May

* Shared with MSc Art Psychotherapy learners
Modules highlighted in bold are shared between all pathways in the PCPF.

MSc Music Therapy Formative and Summative Module Assessments for Year 2

Module	Formative Assessment	Summative Assessment	Submission
Arts Therapies in Context* 20 credits OM195	Directed group work and peer group assessment	Art-based response and reflective writing (1000 words)	March
Practice-based learning 2 40 Credits OM194	Supervision seminars Mid-placement review	Practice-based learning Report 10-15 min presentation followed by viva	April April
Dissertation* **60 Credits** **NM371**	Supervision tutorials	11,000-word (or equivalent) dissertation: 5 routes (see guidelines)	April

* Shared with MSc Art Psychotherapy learners
Modules highlighted in bold are shared between all programmes in the PCPF.

3.7 Programme regulations

University progression regulations apply. The link to the standard assessment regulations:
https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/

In addition, the following regulations are specific to the programme:

- MT10.1: To pass a module, a student must obtain at least 50% overall in any component unless otherwise stated.
- MT10.2: Normally a student must successfully complete one year of the programme before progressing to the next higher level of the programme.
- MT10.3: A student who fails a practice-based learning module will be permitted one attempt only to retrieve this

- MT10.4: All students will have their attendance monitored. The expected level of attendance is 100% to achieve the learning outcomes of an accelerated programme. Students who have an unacceptable level of absences may be prevented from going on practice-based learning or continuing on the programme and will be referred to the Fitness to Practise process.

- MT10.5: Students embarking on a professional course are expected to adopt responsible attitudes for punctual attendance at all classes. Requests for leave of absence for good reason must be made to the Programme Leader. For absence because of illness for up to five days, a University form certifying the cause of absence must be submitted to a member of the programme team. Absence because of illness for more than five days or during assessments must be supported by a medical certificate.

- MT10.6: All students must have attended at least 40 hours of personal therapy prior to completing the programme. Students must be attending personal therapy by the time they are taking responsibility for music therapy sessions in *practice-based learning 1.*

- MT10.7: Students must ensure that the name (or initials thereof) of any service user, member of staff or placement setting is not divulged in written or electronic forms at any time.

  It is essential that any clinical material is stored on the OneDrive is password encrypted. Students should delete all unedited recordings of clinical work following successful completion of their practice-based learning *unless they have full consent to keep recordings for future professional use*

- MT10.8: A student who fails to obtain a satisfactory standard in practice-based learning or to complete the required number of hours, will normally be required to complete further practice-based learning before enrolment onto the next year.

- Students are required to abide by the ethics of the profession as set out by the Health and Care Professions Council: Guide on Conduct and Ethics

3.8 Provisions for conferment of awards

In line with the HCPC Standards for Education and Training, the programme has one exit point – MSc Music Therapy – for registration as 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 Table 7.

Table 7: Three exit points throughout the MSc Music Therapy

Award		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-based learning modules in accordance with the regulations will be awarded the MSc in Music Therapy and be eligible to apply for registration with HCPC. 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, and MSc with Merit to a learner who, at the first attempt, gained an average mark of at least 60%.

3.9 Equal Opportunities

The 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.

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: Student Services, Effective Learning Service, Personal Academic Tutor System and Programme Leadership.

Music therapy at QMU welcomes applications from disabled individuals and is committed to making all such reasonable adjustments to the programme as is necessary to enable all individuals to successfully complete the programme. Applicants who choose to disclose a disability on their application form, or otherwise make the programme team aware of their disability, will have their application passed to the Team Area Academic Disabled Student Co-ordinator. A meeting with the programme leader and/or admissions tutor, prior to being accepted onto the programme, can be arranged to discuss and/or assess any potential difficulties which may be encountered in the learning process.

An applicant who chooses not to disclose a disability prior to starting the programme is recommended to contact the Academic Disabled Student Co-ordinator as soon as possible to agree a personal learning plan. Applicants should note that the Division of Occupational Therapy & Arts Therapies will remain the sole arbiter of what constitutes a 'reasonable adjustment'.
Successful completion of the MSc Music Therapy programme offers eligibility to apply to the Health and Care Professions Council (HCPC) for registration as a music therapist in the UK. 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

3.10 Recognition of Prior Learning

Recognition of Prior Learning, or RPL, encompasses the process whereby one can identify and claim credit for previous learning on an equivalent programme. However, applicants will not normally be able to receive accreditation in lieu of any part of practice-based learning.

Further details about the University's Recognition of Prior Learning can be found at:
https://www.qmu.ac.uk/about-the-university/quality/forms-and-guidance/other-forms/

4.   Learner Responsibilities

4.1   Registration and Matriculation

All learners must matriculate at the times indicated by Registry and before the beginning of each academic year. Registration and matriculation information is accessible via the QMU website.

4.2   Protecting Vulnerable Groups Scheme (PVG)

As learners work with vulnerable groups whilst on practice placement, a criminal record check carried out through Disclosure Scotland is required. It is the responsibility of each learner to supply the information and necessary documentation and to pay for this to be carried out and this must be completed before any learner commences practice-based learning.

4.2.1   Criminal Convictions

Should you have a conviction, the University has a process for screening and risk assessing. If you have concerns, contact Admissions or the School Manager.

4.3   Change of Personal Details/Circumstances

You must ensure that your contact details are always up to date. Personal details can be reviewed and updated via the QMU student portal. Accessible at: https://www.qmu.ac.uk/study-here/learning-

facilities/it-services/qmu-portal/ If you want to defer your studies please contact the programme leader as soon as possible.

4.4 Communication

Learners should email their Personal Academic Tutor or the module co-ordinator for any specific learning enquiries, and Philippa Derrington, the Programme Leader pderrington@qmu.ac.uk and musictherapy@qmu.ac.uk for external communication and general enquiries.

4.4.1 Communication with Academic Staff via Email

Email is the most effective way to contact staff. In order that we can understand and respond to your communication appropriately please adhere to the guidance below. You should only use (under normal circumstances) your Queen Margaret University email account for communication with staff.

In emails, please ensure you:

- provide specific information in the subject (e.g. Personal Circumstances impacting on study)

- indicate if the issue is time sensitive

- include your matriculation number after your signature

There may be a seven-day turnaround time at busy periods in the academic year. Tutors have a broad range of commitments and are often engaged in other University related business. Also note that some tutors work for QMU on a part-time basis.

4.5 Using social media

The University acknowledges that social media is a positive way to keep in touch and share information. **Follow @QMUMusicTherapy on Threads and join the QMU Music Therapy group on Facebook!**

Professional conduct extends to the use of online platforms, so you are expected to behave online with the same degree of respect for fellow learners, lecturers, practice educators and service users. You should be very careful about the information you post online, and the following points are offered as guidance:

- The law around defamation and harassment and confidentiality applies wherever you may be

- Anything posted online to a social networking site is in the public domain, even with the strictest privacy settings

- Don't post information to social networking sites that may lead to the identification of a service user

- Do make use of appropriate etiquette when posting materials to social networking sites. Act responsibly at all times upholding the reputation of the profession and Queen Margaret University

- Do observe bullying, harassment and dignity polices when posting on-line (including email and text messaging) with colleagues and peers

- Never tweet from practice educational settings

The University does not discourage learners from using such services. However, you should be aware the University will take seriously any occasions where these services are used inappropriately. If occasions arise of what might be read to be on-line harassment, or materials deemed to contravene professional conduct these will be dealt with in the same way as other such instances. Ill-judged remarks could potentially mean that you may face disciplinary action from the University and/or Fitness to Practise measures within the School of Health Sciences.

Whilst you are at liberty to tweet or post what you like, please be aware that increasingly members of the public are using the same legal framework originally designed for the 'traditional' print media, to take legal action against those who tweet disparaging, ill-conceived or rude/degrading messages. This often is not as straight-forward as it sounds. For example, how a posting is perceived is very often open to interpretation, and what you intended the posting to mean may not be how it is received. Whether you are using social media as a professional or personal tool, the HCPC code of conduct surrounding social media still applies.

4.6   Sickness and Absence

Please ensure that you are punctual for all classes and meetings. If you are unable to attend a session, inform your personal academic tutor and cc.musictherapy@qmu.ac.uk. Please also note the extenuating circumstances information in section 5.2.

4.7   Withdrawal or Deferral from Studies

Learners should contact their PAT or Programme Leader if they wish to withdraw or defer and should follow this link: https://www.qmu.ac.uk/current-students/thinking-of-leaving/

5.   Supporting learning

5.1   University support services

The University provides a range of support services to address learners' academic and personal support needs. Most of these services can be accessed through the Student Services, which directs learners to the best person to provide them with support. These include:

- financial advice
- counselling and well-being support
- disability service
- careers advice

Learners with disabilities or additional learning needs are supported by the Subject Area Disability Coordinator who ensures that all reasonable adjustments are put in place to support the learner 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 learner. The University Disability Services team 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

- developing academic skills from the Effective Learning Service

- English language classes for learners whose first language is not English

- a range of services including induction week and peer mentoring

- support provided by the Library Helpdesk and subject liaison librarian

- welfare and representation from the Students' Union

5.2 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.

5.3 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, and financial advice.

5.4 Learners with Disabilities

QMU is committed to meeting the needs of learners with disabilities. 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 Disability Advisor as early as possible to discuss their requirements. This information is shared with the Divisional Disability Co-ordinator. They will meet with the learner and discuss their individual learning plan (ILP). The content of the ILP can be shared (with learner consent) 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 QMU policy and anti-discriminatory laws.

5.5 The Effective Learning Service (ELS)

The Effective Learning Service (ELS) is offered to learners, providing guidance and support for all learners who wish to enhance their learning experience or advance their language and writing skills.

The ELS is based in the Learning Resource Centre and is open to all learners from 9.00 to 16.30, Monday to Friday. ELS offers individual appointments, drop-ins, study skills workshops and study

guides and leaflets. ELS support is available to all learners and can be contacted via email: ELS@qmu.ac.uk During this period of restricted access, please see the website for more information.

The Effective Learning Service (ELS) for international learners provides support for all learners wishing to develop their English language skills. ELS international offers learners individual appointments and a drop-in service; it has its own study guides and leaflets, a resource which is also available for learners online. While the core activity is the individual tutorial, ELS also provides tailored sessions on aspects of academic writing and other study skills to specific groups of learners.

Other courses offered by the ELS for international learners include in-sessional English course, concentrating on academic writing courses for Master's level international learners. Pre-sessional courses for incoming international learners designed to prepare learners for university are also offered and for free. Further information outlining ELS is available at: https://www.qmu.ac.uk/study-here/student-services/effective-learning-service-els/

5.6   Students' Union (SU)

Student become members of the Students' Union (SU) once accepted to study at QMU. It is run independently by students and for students, providing a focal point for the representative, welfare, sporting, cultural and recreational needs of QMU students. The SU is there to support QMU students in every aspect of their life, from opportunities to volunteer and play sports through to societies and clubs, answering questions and giving advice through The Help Zone.

Ensuring that the student voice is always represented is the main aim of the SU and is therefore the main base for QMU's elected student representatives. More information about the Students' Union can be found at https://www.qmusu.org.uk/

5.7   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.

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 Student Survey (QSS), the QMU internal post graduate survey of learner experience and satisfaction. 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.

5.8   The Music Therapy Room and Resources

Learners can access the fobbed music therapy room (0053) for practice (weekdays 8am-9pm; weekends 9am-5pm) Learners are reminded that food is not permitted, and only lidded drinks are allowed.

Learners can borrow instruments from 053 for use on Practice-based learning. When borrowing an instrument, the instrument record sheets must be signed. Learners borrowing instruments take full

responsibility for their use and return. **Should an instrument be broken or lost, please notify the Programme Leader so that repairs can be made/new instruments bought.** Learners' own instruments are always their responsibility and left at their own risk.

6. Supporting Well-Being

6.1 Counselling

University study may trigger a range of additional issues that require learners to seek guidance and advice. The learner counsellor is based on Year 1 in the Student Services area and can be contacted on counseling@qmu.ac.uk or at https://www.qmu.ac.uk/study-here/student-services/wellbeing-service/ Learners can also email the Wellbeing Adviser: wellbeing@qmu.ac.uk

6.2 Careers, Employability and HCPC Membership

Careers and Employability at QMU can offer help and support throughout learners' studies and post-graduation. All learners can access support from Careers and Employability through the JobShop, online vacancy service or through the World of Work (WOW) programme. Support for this can be accessed through: https://www.qmu.ac.uk/campus-life/careers-and-employability/careers-support-whilst-a-student/
Marion Pollock (mpollock@qmu.ac.uk) is the Careers Advisor in Student Services who liaises with the programme team. On qualifying, learners can register with the Health and Care Professions Council: http://www.hpc-uk.org/aboutregistration

6.3 Financial Advice

There is a learner financial adviser available to learners. Appointments can be made via Student Services. Further information about funding can be found at:
https://www.qmu.ac.uk/study-here/student-services/funding-advice-service/
Email studentfunding@qmu.ac.uk

7. Guidelines for Assessments

All assignments are submitted electronically via Turnitin (assessment area within Canvas) unless otherwise stated. Include your matriculation number (as a header or footer) and page numbers, NOT your name. Use a 2 cm margin on all sides of the page, calibri (font size 12) and double-spacing.

7.1 Referencing Guidelines

It is essential that all the sources cited in the essay are listed at the end of the essay or paper. The heading is either References or List of References. Note that a bibliography is a list of works which you have read as background to your writing but to which you are not referring specifically in your text. A bibliography is NOT required in addition to a list of references.

New standardised Harvard or APA referencing must be used for all modules. For more information, see: libguides.qmu.ac.uk/referencing

'Cite Them Right Online', is a comprehensive online interactive guide to referencing: https://www.citethemrightonline.com/ which is accessible with a QMU login.

7.2   Extension of Submission Dates

Extensions can only be granted in exceptional circumstances. For guidelines, see
https://www.qmu.ac.uk/current-students/current-students-general-information/manage-your-studies/extenuating-circumstances/

7.2.1   Extenuating Circumstances

If you find that you are unable to meet the submission date for an assignment due to illness or other extenuating circumstances, you should:

- Speak to your Personal Academic Tutor and notify the module coordinator in advance of the submission date with evidence of the reasons why you are unable to submit on time

- Submit documentary evidence (e.g. GP certificate; letter from student counsellor etc.) to support your request for an extension no later than **7 days before** the assignment submission deadline.

Please note:

Your extension request must be made and given approval prior to the course work submission deadline. Requests cannot be considered after the submission deadline. If you think you might need an extension, make a request as soon as possible. Please try to anticipate any difficulties and have discussion with your Personal Academic Tutor at an early stage.

In the case of illness, you must provide written evidence from an appropriate practitioner eg. GP. Such documentation should be given to your Programme Leader. In other circumstances, you should discuss your case with the Module Coordinator, Programme Leader, or your Personal Academic Tutor. The authority to grant an extension lies with the Programme Leader who will confirm in writing any extension which is granted. Copies of the completed form will be held by you, the Programme Leader, and the School Office.

7.3   Feedback on Assignments

For all assignments, you receive feedback (normally ready for return to you within 20 working days from the assignment submission deadline) that provides you with an evaluation of your performance together with advice on how your work could be improved. In order to understand your grade, refer to **Appendix** **2** which outlines post graduate performance attributes.

Precise marks and grades can only be confirmed following the return of moderated scripts from the External Examiner, the meeting of the relevant Board of Examiners and formal ratification by Senate. Your transcript will be emailed to your QMU email account after Senate has ratified the Board of Examiners decisions. They also become available through the Student Portal.

Failed assignments
Once the External Examiner and the Board of Examiners have confirmed a fail grade, you will be informed of the date for re-submission. You are encouraged to make contact with the module co-ordinator and/or your personal academic tutor for support in preparing resubmissions.

8. Important General Academic Regulations

8.1 Penalties of Word Limits and Late Submission

The following regulations relating to assessment are an extract from assessment regulation 20:

20.1 In each piece of written work where a word limit is identified, students are required to include and clearly state the total number of words used. The number of words counted should include all the text, references and quotations used in the text, but should exclude abstracts, supplements to the text, diagrams, appendices, reference lists and bibliographies.

20.2 A piece of written work which exceeds the specified word limit by 10% or more will receive a maximum mark of 40% for undergraduate or 50% for postgraduate programmes.

20.3 Any student who submits work to be assessed after the assessment submission date and time, without the prior agreement of the Programme Leader, or without good or agreed cause, will have marks deducted according to the following criteria:
- if submitted, as a first attempt, after the deadline but up to and including six days after the deadline) a maximum mark of 40% can be achieved for undergraduate programmes and a maximum mark of 50% for postgraduate programmes
- if submitted, as a first attempt, seven days or more (including on the 7th day after the submission deadline) a mark of 0% will be awarded

8.2 Alternative Assessment Methods for Disabled Learners

Regulation 19 states (19.1.1):

If, through disability, a student is unable to be assessed by the prescribed method for the module, the programme leader may determine alternative assessment methods on the advice of the module co-ordinator. This will be recorded in the student's individual learning plan (ILP). In determining alternative assessment methods programme leaders will take into account the need to assess the student on equal terms with other students. The Board of Examiners will ratify any such decisions. Variations may include the following:

- an extension of the normal registration period for completing an award

- extra time being allowed for assessments

- alternative or modified assessments

- use of scribes in assessments

- use of viva voce assessment

- use of appropriate aids (such as word processor, Brailler, tape-recorder, large print scripts).

And (19.1.4): Arrangements for the assessment of disabled students will be made prior to, or at the point of assessment. Further allowance or compensation for disability will not be made in the marking of assessed work.

8.3 Academic Dishonesty and Plagiarism

This institution's degrees and other academic awards are given in recognition of the candidates proposed achievement. Plagiarism is, therefore, together with other forms of academic dishonesty

such as impersonation, falsification of data, computer and calculation fraud, examination room cheating and bribery, considered an act of academic fraud and is an offence against University discipline.

Fraudulent practices such as copying, cheating, collusion, plagiarism i.e. the presentation by an individual of another person's ideas or work (in any medium, published or unpublished) as though they were his or her own, are serious academic offences and will incur appropriate penalties. You are urged to seek advice from the programme leader or other tutors if in any doubt about the foregoing practices. All students are expected to seek clear guidance on the form and way assessments are to be completed.

If a student is found to have cheated or attempted to gain an unfair advantage, the Board of Examiners has authority to deem the student to have failed part or all of the assessment and to determine whether the student shall be permitted to be re-assessed.

QMU has a policy to use the Turnitin UK plagiarism detection system, or other equivalent systems, to help students avoid plagiarism and improve their scholarship skills. This service is available to all matriculated students at QMU. Tutors at QMU may submit student work to Turnitin UK or another equivalent system. See https://sites.google.com/a/qmu.ac.uk/plagiarism/ for helpful information and advice on avoiding plagiarism.

8.4   Confidentiality

At all times you must comply with all University and professional confidentiality guidance. You must observe strict confidentiality when making reference (verbal or written) to any practice/work-based information (geographical locations, hospital, community resource titles or groups of people or individual people) in your assignment material. This observance is essential in relation to all University academic work and a note indicating that you have done this should be included at the beginning of your work. **Non-compliance with this constitutes a breach of confidentiality and the work will be automatically failed.** Whilst at University it should never be possible to identify any service user or source of any information.

Records are the property of the placement provider they must be kept physically and electronically secure at all times. Any written work completed for your placement must be stored as a confidential record. Pseudonyms should always be used (and marked as such) to ensure anonymity. It is expected that you will maintain the boundaries of confidentiality outside your placement both in discussions, presentations and written course work for the University. The identity of service users, staff and the organisation hosting the placement must be protected and permission for the use of case material sought following the policies and guidelines of the placement provider.

Practice Educators will report actual and possible learner breaches of security or confidentiality to the University as a matter of priority.

8.5   Programme Assessment Board

At the end of each academic year the Programme Leader presents all marked assignments for scrutiny by the External Examiner. When you receive your assignment feedback forms via, it is the responsibility of each learner to download and save these for future reference. These feedback forms are only available for a limited amount of time.

8.6   Academic Appeals Procedure

Details about the University's Appeals Procedure can be found at http://www.qmu.ac.uk/quality/qm/AZindex.htm
Any assistance in pursuing an appeal or advice can be obtained from the Student Union.

9.   Quality Assurance

The programme employs quality assurance mechanisms within the learner's educational experience at both the module level and programme level in several ways:

9.1   Learner/Staff Representation

Learners are represented via two committee structures: the **Student Staff Consultative Committee** (SSCC) and the Programme Committee. At the beginning of each programme, the Programme Leader will invite your cohort to choose two representatives. Their responsibility is to convey satisfaction and gather concerns about any element of the programme and to be the voice of your programme at committee meetings. This is an opportunity to work on various skills, communicate/create relationships with staff members, and looks good on your CV!

The SSCC is chaired by one of the learner representatives and meets once per Semester. This forum provides an opportunity for constructive discussion between learners and staff on issues relating to the University, the programme in general terms, of the demands of the programme on learners and of possible developments. Information from this forum is a vital component in supporting positive developments in the future.

The Learner Representatives prepare an agenda of items provided by learners from both years and send it to all Committee members one week before the meeting. The meeting is chaired by one of the learners and is attended by lecturers on the programme and the learner representatives. A minute of this meeting is also taken by one of the learners.

Terms of Reference:

a)   A Student/Staff Consultative Committee will operate for each programme or scheme for the purpose of ensuring an adequate and effective opportunity for discussion between learners and staff, to facilitate full and wide learner participation.

b)   The function of the Committee is to provide a forum for constructive discussion of the programme or scheme in general terms, of the demands of the programme or scheme on learners and of possible developments.

c)   To consider any matters directly related to the programme or scheme and to report or make recommendations, as felt necessary to the Programme Committee.

d)   The membership of the Committee is to be drawn from staff that teach on the programme and learner representatives. There should be more learners than staff present. The learner membership should cover the main subject areas and activities of the programme. It is

appropriate for a learner to collate the agenda, send it to the Programme Leader in advance, convene the Committee and be responsible for recording the minutes of the meeting (which should be emailed to the PL as soon as possible).

The Programme Committee is the major decision-making body and is the forum for policy concerning conduct, review, and development of the course. This includes approving the Annual Monitoring Report, considering changes to modules, and noting recommendations made by the External Examiner. The Programme Committee meets once each semester and is chaired by the Programme Leader. It is also attended by the Head of the Division of Occupational Therapy and Arts Therapies, other tutors on the programme and the learner representatives from each year of the programme.

The Programme Committee is a major decision-making body and is the forum for policy concerning conduct, review and development of the programme and learners on it.

The Programme Committee for the MSc Music Therapy is chaired by the Programme Leader. Its membership includes the academic staff who teach or assess on the programme and learners from each year of the programme. The convenor (chair) may invite any non-member to attend a meeting and participate in the discussions.

The agenda is set by the programme team and minutes are taken by an administrator from the School Office. Meetings are held after the SSCC so that there can be a response to the learners' business, however new substantive business cannot be brought. Learners do not need to reiterate what has been tabled at the previous SSCC.

9.2 Module Evaluation Mechanisms

At the end of each module, every learner is asked to complete a module evaluation form, which gathers information about experiences of the module (see appendices). It is most important that you complete this form and make comments on points to which you wish to draw to our attention. The results from the forms are analysed and circulated to each module coordinator, and the Programme Leader keeps a copy of all responses. The results of the analysis are also available for the External Examiner to scrutinise at the end of the academic year. This information shapes changes to be made in the module for the next cohort of learners through annual programme monitoring mechanisms.

9.3 Annual Monitoring

There is an annual programme review meeting, led by the Programme Leader, which will take account of staff and learner feedback via module evaluations, feedback from the SSCC, Programme Committee meetings, or directly to the Programme Leader or staff. This information, along with the External Examiners reports, forms the basis of the QMU Annual Monitoring report. This report, compiled by the programme team, includes a clear action plan for any necessary changes and the person(s) responsible.

9.4 External Examination

An External Examiner has been appointed to inspect your work annually to maintain national standards in Music Therapy. The current External Examiner is Dr Claire Flower. Dr Flower inspects and examines your work prior to a Programme Assessment Board where decisions regarding progression and graduation are made. For further information, consult the Programme Document on Canvas or Quality at QMU website.

10. Practice-based Learning

In accordance with HCPC requirements learners follow an intensive Induction to Practice-based learning at the beginning of the programme, have the opportunity to engage with individuals and groups and, under supervision, undertake a range of activities commensurate with their learning outcomes and within the limits of their competency. From Semester 2, Year 1 learners begin their own casework and are responsible, with support from their Practice Educator, to plan, implement and evaluate their own sessions. This clinical work is also supervised regularly in small groups run by University tutors.

Year 2 learners begin placement at the start of Semester 1 and continues until the assessment period at the end of Semester 2. Learners undertake their own clinical work, ideally with an individual and a group. This clinical work is supervised regularly in small groups by University tutors and, as in Year 1, liaise frequently with Practice Educators.

10.1 Allocation of practice-based learning

Learners will experience two contrasting Practice-based learning settings during their training. The Professional Practice Tutor oversees the management, monitoring and provision of Practice Education. New Practice-based learning settings are continuously explored and on-going Practice Placements are regularly audited and monitored. The Professional Practice Tutor allocates an appropriate Practice Placement taking into account:

- The learner's prior clinical experience/learner profile/location/additional information including personal circumstances

- The individual learner's learning needs

- Practice Placement availability

The general principle for making a Practice Placement allocation is to prepare learners for practice within a broad framework of clinical experience. Upon allocation of a Practice Placement both the learner and the Practice Educator are provided with contact details, and the learner initiates contact with the Practice Educator.

10.2 Length of placement

From week 7 of the programme, learners attend one day/ week throughout year 1 (increasing to 2 days/week in year 2) apart from assessment periods. A day is the equivalent of 7 hours and this time will include sessions with service users, liaison, writing clinical notes, supervision notes and reports and attending meetings, including supervision seminars. In addition to time spent on placement, learners are required to review their work (through audio/video recordings where possible) and study to gain further knowledge relevant to the placement.

10.3 Religious and cultural observance

A learner's identity, such as their religious/cultural practices can have a significant impact on teaching, learning and assessment in practice. It is a statutory requirement that the University and placement providers address these through establishing relevant policies and guidance which address diversity and inclusion. These policies include a commitment to:

- promoting equal opportunity and diversity during employment

- ensuring all employees are treated fairly and valued equally

- valuing religious and cultural needs and practices, and meeting these where possible

Learners may have particular religious or cultural needs in terms of requests which may conflict with existing working requirements in the practice setting. Such issues may include:

- health and safety issues relating to dress code

- request for flexible working related to religious/belief-related festivals

- adjustments for prayer time and space

Whilst it may not always be possible to accommodate every learner's religious or cultural observance, every effort will be made to find a mutually agreeable solution.

- Normally, learners will be allocated placements according to their learning needs, unless there is some exceptional reason, which would impact adversely on the learner or placement

- In these exceptional circumstances, negotiation between the learner, the University and placement provider is essential

- Established policies that apply to employed staff also apply to learners accepted on placement. It is vital that discussion takes place on the religious and cultural needs of the learner and how they will be valued and/or met whilst on placement

- Agreements between the learner and placement provider may occur prior to or at the outset of any placement as part of the induction process. These should be reviewed and discussed with the learner at the midway point of the placement

10.4 Travel expenses

There is no direct financial remuneration available to post graduate learners for the funding of travelling and accommodation costs associated with placements. The University Student Finance Service administers two discretionary funds provided by the Scottish Government. These are the Childcare Fund which is aimed at learners who incur childcare costs whilst studying and the Hardship Fund when learners find themselves facing exceptional financial problems.

The International Fund is provided by the University and learners from outside the United Kingdom should apply to this fund.

11. Preparing Learners for Practice-based learning

Approaches to assist learners to prepare for placements are blended to allow flexibility of delivery and to accommodate for different learning styles. These include interactive workshops, group work, directed reading and e-learning.

11.1 Protection of Vulnerable Groups Scheme

Since learners will be doing regulated work with children and protected adults during practice placements, they must apply to register with the Protection of Vulnerable Groups Scheme (PVG). It is the responsibility of each learner to fill in the detailed application form, provide the necessary documentation and to pay for this to be carried out prior to the first practice-based learning. Learners are sent all the information about they begin the programme. The certificate is retained in the

practice education passport for presentation to the Practice Educator during the induction phase of placement. Some placement providers require additional checks before accepting learners on placements and make this known to the University when making placement offers. For further information on the PVG Scheme visit: www.disclosurescotland.co.uk/guidance/index.html.

11.2 Practice Education Passport

The Passport is assessed on a pass/fail basis by the Personal Academic Tutors to verify that learners have completed all of the compulsory preparation tasks before they are permitted to go on placement. Learners are taught via workshops, discussion groups, seminars and other independent study. Learners are required to collate documents, certificates and maintain records of having completed mandatory tasks and activities in preparation for progression to placement. It is the learner's responsibility to present this evidence to the Practice Educator during the induction phase of placement.

Areas covered by the Passport include Key First Aid skills, Moving and handling, Fire: Theory, Information governance: Safe Information Handling, Healthcare acquired infection, Basic Life Support, Preventing hazards in the workplace, Violence and aggression de-escalation (theory), Adult support and protection, Child protection, Duty of candour, Equality and diversity: equality and human rights, National whistleblowing guidance for Allied Health Professions Students in Scotland.

11.3 Health clearance checks

In 2008, the Scottish Government agreed all new health care workers who have direct contact with patients must undergo a Standard Health Clearance Check before they take up post or in the case of learners in the School of Health Sciences before they are permitted to go on placement (Scottish Government, 2008). The cost is covered by the University. Learners are assessed and screened for Tuberculosis (TB), Hepatitis B and Mumps, Measles and Rubella (MMR). The University's policy on Health Clearance Check is reviewed annually.

11.4 Promoting a safe working environment

Learners receive mandatory education and training upon a range of health and safety issues before Practice-based learning begins, including:

- Basic life support

- Public Protection

- Moving and handling

- Information governance, including understanding consent

- Selected elements of the SIPCEP Programme

11.5 Dress code

Learners are expected to be mindful of personal safety, infection control, and being a representative of the University and professional programme they are undertaking in addition to any placement provider policies and guidelines. You should dress appropriately for the setting, and activities to be undertaken, and make sure that your QMU name badge is visible at all times.

11.6 Codes of Ethics and Professional Conduct

Learners are informed that they remain accountable to the University for their professional conduct throughout each practice placement. You are expected to adhere to the Health and Care Professions Council Guidance on Conduct and Ethics for Students at all times. As part of the Practice Education Passport learners are expected to also read other HCPC documents.

11.7 Obtaining a person's consent to music therapy

Gaining a service user's consent to music therapy is a fundamental aspect of professional practice. Throughout practice-based learning learners are advised to ensure that:

- people have been fully informed, through interpreter if necessary, and given their permission for sessions to be carried out by a learner

- people have given their permission before sessions are audio/video recorded

- ongoing negotiated consent is actively sought

- where it is necessary, information is shared to safeguard service users

- people acting on their behalf, including interpreters, will be given the information necessary to enable them to make informed decisions for service users

12. Attendance, Health and Safety and Insurance

12.1 Attendance monitoring

Overall 100% attendance is expected on the Programme and Practice-based learning. Any exceptional circumstances/absences require certification. Every learner is required to inform their practice-based learning site and the Programme Leader should they be unable to attend their placement on any given day. Learners are asked to complete their attendance registers each Semester and for them to be signed by the PE.

12.2 Absence from practice-based learning

The University is aware that many learners now find it essential to find work whilst studying. However, employment outside of the programme must not adversely affect the learner's work during practice-based learning. Learners are expected to mirror their working patterns to those in operation at the placement site. They must recognise that flexibility on the part of the host organisation is not to be expected and is only at the discretion of the Practice Educator.

Similarly all requests for pre-arranged absence from placement must be discussed with the University. Planned absences from practice-based learning may be approved by the University in exceptional circumstances only. Learners are not allowed to negotiate holidays or other leaves of absence during a placement directly with their Practice Educator.

Learners are expected to comply with the attendance and sickness reporting policies of the placement host organisation and must familiarise themselves with this within the first week of placement. If absence is before start of a placement the learner must contact the Practice Educator and their Personal Academic Tutor to report any sickness or absence.

If a learner is absent from placement for 3 working days or more, it is essential that they liaise with

their PAT so that the impact on the achievement of the University learning outcomes for the placement may be assessed. Absences from placement for 5 working days or more must be supported by a medical certificate and forwarded to the Personal Academic Tutor at the University.

12.3 Withdrawal from practice-based learning

If a learner chooses to withdraw from a placement without prior discussion with the Practice Educator and approval of the University, normally the learner is deemed to have failed the practice-based learning module. However if extenuating circumstances occur which preclude prior discussion (such as serious illness or a sudden family bereavement) then a course of action will be mutually agreed.

There may be occasions when Practice Educator(s) deem it appropriate to remove a learner from the placement area immediately, and they have the authority to do so. While, on these rare occasions, the placement site will report the matter at its earliest convenience to the University, the learner is also required to inform their Personal Academic Tutor immediately any such event occurs.

12.4 Health and safety

Learners must adhere at all times to health and safety policies that apply to the area in which they are working. If an incident occurs, the learner must inform their QMU link person.
Follow HCPC Guidance on Conduct and Ethics for Students: https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf**.** During practice-based learning learners must ensure that they:

- Do not undertake work unsupervised with people for which they do not feel competent

- Take every reasonable care to ensure that they carry out work in a manner that is safe to all concerned

Learners are expected to familiarise themselves with departmental health and safety policies whilst on placement and recognise the importance of safe practice and risk assessment when undertaking their clinical work. Practice Educators should ensure that learners receive an induction into relevant departmental policies and procedures at the setting of the placement. The Practice Educator has a duty of care towards all of the people on their caseload and a responsibility for case management.

12.4.1   What to do if a learner is involved in an incident during practice-based learning

Guiding principles:

- The Practice Educator and/or learner follow local policy related to incident reporting and health and safety

- The Practice Educator supports the learner through this process as a learning opportunity. However if disciplinary procedures are required for learners, the Queen University Fitness to Practise policy would be used

- The Practice Educator and learner inform the manager of the placement site and complete relevant documentation

- The Practice Educator/service manager and the learner should inform the learner's Personal Academic Tutor at University of the incident immediately (by email)

- The Personal Academic Tutor at University discusses any action required with the Practice Educator/service manager and informs the Personal Academic Tutor/programme leader

- The Personal Academic Tutor documents that such a discussion has taken place and a copy will be held in the learner's file

12.5 Insurance

The University carries public liability, employer's liability, and professional indemnity, which covers all learners undertaking activities on campus. This insurance extends to practice education but only to cover learners to the door of the practice education setting. Each placement provider should carry insurance to cover learner activity on placement. This position requires consideration each time a new placement is arranged and forms part of the Practice Placement Agreement.

Due to professional requirements, learners on Nursing, Allied Health Profession and Healthcare Science qualifying programmes are **required to hold professional indemnity insurance as a pre-condition of progressing to placement.** Information on this will be provided during the induction process into your programme. Learners will be required to present their insurance certificate within their Practice Education Passport.

12.6 Motor insurance

Learners using their own motor vehicle during practice-based learning will be expected to obtain confirmation from their insurers that adequate cost cover is in place for all costs and claims and no liability is placed on the University and/or placement provider. A copy of the insurance policy certificate, that includes 'business use' for travelling to and for placement by car, should be kept with the Practice Education Passport.

13. Roles and Responsibilities during Practice Education

This section of the handbook outlines the roles and responsibilities of the various individuals involved in practice education namely the learner, Practice Educator, Personal Academic Tutor, Professional Practice Tutor and the Practice Placement Coordinator.

The minimum amount of hours per week required for Year 1 learners to be in the clinical area will be 7 hours but, in addition, the learner should spend further time writing up the work, study, reading etc. The minimum amount of hours per week required for Year 2 learners to be in the clinical area will be 14 hours. If travelling is required within the service day, this may be included in the hours.

13.1 Role and responsibilities of the Practice Educator

Practice Educators (PE) play a key role in the professional development of music therapy learners. Practice Educators' responsibilities are to:

- Obtain information on the learning outcomes for the specific practice-based learning, course assessment requirements and regulations for practice-based learning from the Practice-based Learning Support web site: http://www.qmu.ac.uk/PBL/

- Forward pre-placement information to the learner in advance of the start of the placement. This includes an overview of the service, clear directions and travel information, recommended pre-placement reading and any other information considered helpful

- Arrange if required, a further Protection of Vulnerable Groups check in addition to that which will have already been requested and obtained by Queen Margaret University

- Confirm the learner's identity at the start of each practice-based learning

- Offer the learner an induction into health and safety at work at the start of the placement

- Provide a timetable outlining the overall structure of the placement and the responsibilities of the learner

- Arrange referrals for the learner's caseload (PP1 - from Semester 2 only). This should be 2 sessions/day for leve1 learners and 4 sessions/week for year 2 learners, to include individual and group work, as appropriate

- Offer supervision each week (approx. 45 minutes) and maintain records of supervision sessions. Where learners are supervised in pairs, it is hoped that a longer time can be allotted each week

- Ensure that the learner knows the procedure to request appropriate permission to record (audio/video) sessions

- Offer guidelines on clinical notes for the setting and reports

- To contribute to the assessment process: mid-placement review and Practice-based learning Assessment

- Monitor the learner's attendance throughout the placement and sign forms sent from QMU

- Undertake the appropriate assessment of the learner on practice-based learning and be conversant with the guidelines provided by the University

- Contact the Personal Academic Tutor at University if there are concerns pertaining to the learner's well-being, behaviour or quality of performance over all

- Take cognisance of comments made in each Learner Evaluation of Placement Form and to use this as an integral part of a constructive evaluation process

- Attend QMU's School of Health Sciences practice educator training and any subject-specific meetings

- Attend and participate in meetings and workshops associated with Practice Education

13.2 Responsibilities of the Learner

Learners at all times must pay cognisance to their responsibilities within practice education. Failure to do so will adversely affect their placement experience and learning and could lead to failure and, ultimately, the termination of the practice-based learning.

During practice education, learners' responsibilities are to:

- Be responsible for any travelling costs incurred to and from placement. Ensure adequate funding is in place to support attendance at practice-based learning

- Adhere to the Health and Care Professions Council Guidance on Conduct and Ethics for Learners

- Assume responsibility for their learning using available resources

- Assess a professional situation and determine the nature and severity of a problem and how to deal with it appropriately

- Inform the Practice Educator and the Programme Leader if it is not possible to attend for any reason

- Study and become conversant with the learning outcomes for each practice-based learning, course assessment requirements and regulations for practice education

- Read any pre-placement information materials provided or recommended by the Practice Educator

- Adhere to all relevant placement setting policies and procedures

- Be punctual at all times and dressed appropriately for the placement setting and the work involved

- Actively and respectfully engage with other members of staff throughout practice-based learning

- Obtain medical certification for all sick leave of more than 5 days

- Maintain a reflective journal and supervision notes in accordance with the guidelines provided by the University

- Maintain clinical records appropriately

- Submit reports and supervision notes as requested and in a timely manner

- Attend relevant case conferences, meetings etc as appropriate

- Be fully prepared for supervision seminar sessions and contribute to the supervision process in a critically reflective and professional manner

- Contribute towards and actively participate in the mid-placement review and final report

- To organise use of recording equipment (learner's own or borrowed from QMU) to be used for sessions (only where consent has been given)

- Adhere to matters of confidentiality and delete all recordings unless full consent given otherwise

- Inform Personal Academic Tutor of any issue that may impede learning and development

- Complete the Learner Evaluation of Placement Form and share this with the Practice Educator at the conclusion of the placement experience

- **Following Scottish Government guidance learners are required to be double vaccinated for COVID- 19.** If not, you are required to justify to QMU why. If this is for a health reason learners will be risk assessed. If this is declined (as a personal choice), QMU will explain that this may affect your ability to complete placement and consequently programme. Ultimately it is the individual placement provider's decision on whether or not they take unvaccinated leaners on placement.

13.3 Responsibilities of the Professional Practice Tutor

The Professional Practice Tutor (PPT) is a member of the programme team. The role also includes development of new placements and the education of Practice Educators. Key responsibilities are:

- To collaborate with placement providers to comply with practice education guidance and standards provided by academic, regulatory and professional bodies

- To plan and implement a range of mechanisms for the distribution and cascading of practice education documentation and information to practice-based learning coordinators, Practice Educators and learners

- To prepare learners for their roles and responsibilities during practice education

- To coordinate University contact mechanisms for learners and Practice Educators during practice-based learning

- To take cognisance of comments made in each Learner's Evaluation of Placement and to use this as an integral part of a constructive evaluation process in consultation with Practice Educators

- To promote School of Health Sciences practice educator training and advise of annual subject-specific meetings for Practice Educators

13.4 Responsibilities of the Personal Academic Tutor

The Personal Academic Tutor (PAT) is responsible for a learner's clinical supervision at University and who contributes to the practice-based learning assessment and is a lecturer from the programme team. Key responsibilities are:

- To offer learners pastoral support and guidance as required

- To refer the learners to Student Services where necessary

- To arrange and facilitate a regular peer supervision group at Queen Margaret University

- To contribute towards the education of existing and potential Practice Educators

- To bring to the attention of the Programme Leader any concerns arising about a learner's well-being, behaviour, or performance during practice-based learning

- To discuss the Mid-Placement Review and Practice-based learning Assessment Report with the respective Practice Educator and learner

- To arrange a three-way meeting between the learner, Practice Educator and the Programme Leader if there is a serious concern needing to be addressed

- To provide for the External Examiner all forms of assessment

- To document all discussions between the setting, the university and the learner

13.5 Responsibilities of the Practice Placement Coordinator

The Practice Placement Coordinator (PPC) plays an essential role in fostering a culture whereby practice-based learning are seen as a positive activity contributing towards staff continuing professional development and recruitment within the service. The practice placement coordinator is responsible for the coordination, development and review of practice education within the framework of the MSc Music Therapy curriculum. Key responsibilities are to:

- Engage with local, regional, national and where appropriate, international networks to promote and facilitate the continuing sustainability of practice education within the music therapy curricula and across the broader profile of allied health profession programmes offered by the School of Health Sciences

- Collaborate with the University to identify new placement opportunities alongside new service delivery developments

- Coordinate the returns for University requests for placement offers where possible, within the timescale identified

- Bring to the attention of the University as soon as possible potential difficulties arising, which may result in the cancellation of a placement

- Ensure staff acting in their capacity as Practice Educators have adequate training and demonstrate ongoing commitment to their professional role

- To promote School of Health Sciences practice educator training and annual subject-specific meetings

- Offer support to Practice Educators

- Arrange all placements for learners and to ensure that satisfactory notice is given to Practice Educators, learners and placement settings regarding all details

- Bring to the attention of the University any issues creating difficulty on placement which may not be reported by the Practice Educator or learner

- Take cognisance of comments made in each Learner Evaluation of Placement Form and to use this as an integral part of a constructive evaluation process

- Attend and participate in meetings, workshops and other events associated with practice education including monthly Practice-based Learning Advisory Group meetings (PBLAG)

13.6 Responsibilities of the Practice Placement Administrator

- Coordinates responses to learners' letters of introduction/record of previous experience forms and forms that are mandatory etc. attendance and IT checks

- Distributes all documentation, including forms for assessment, as required to Practice Educators and Personal Academic Tutors

- To promote School of Health Sciences practice educator training events

14. Guidance for Learners and Practice Educators: Fitness to Practise

14.1 University Fitness to Practise panel

The University has an obligation to ensure that learners and graduates from its pre-registration healthcare programmes are fit to practise. Fitness to practise has been interpreted to mean that a person has the skills, knowledge, character and health to undertake their professional role safely and effectively. See Fitness to Practise policy (F): https://www.qmu.ac.uk/about-the-university/quality/quality-a-z-index/

14.2 Monitoring Learners' Fitness to Practice on the MSc Music Therapy

Fitness to practise is monitored through the following procedures:

On application, applicants sign a health declaration, join the Protection of Vulnerable Groups Scheme and declare whether or not they have a conviction or caution (also as part of the annual matriculation process).

During the Programme, learners are required to work within the framework of the Health and Care Professions Councils Guidance on Conduct and Ethics for Students and the University policies.
They are required to complete an annual self-declaration of fitness to practise form (see appendix 4).

Records of absence will be kept for each learner noting the duration and the reasons for absence.

14.3 Disability and health-related issues

QMU is committed to equality, diversity, inclusion and belonging.

Practice education involves a range of relationships, rights and responsibilities, some legal and others negotiable between the learner, University and placement provider. The University acknowledges that not all information about a learner's disability or health problem may be relevant to placement providers and that information should normally be provided on a need to know basis.

Reasonable accommodations during practice-based learning are dependent on learners disclosing a disability or health condition, or at least sharing information about their needs with the placement provider. Moreover provision of this information enables the University to liaise with placement providers and arrange any necessary support or adjustments that learners need to enable fulfilment of the learning outcomes of the placement.

Learners should keep their Personal Academic Tutor or programme leader and Practice Educator informed of any changes to their health status. The University will seek to put in place measures to support disabled learners so far as is reasonably practical. It is essential that learners discuss any concerns they may have with staff as early as possible.

Disabled learners are actively encouraged to meet with the Personal Academic Tutor to discuss their Individual Learning Plan agreed with the University Disability Adviser including any necessary support or adjustments which may be necessary to enable them to meet the learning outcomes of each practice-based learning. Normally, requests for a meeting are initiated through the annual self-declaration of Fitness to Practise procedure.

15. Guidance for Learners and Practice Educators: Health Issues and Practice-based learning

Music therapy learners have a responsibility under the HCPC Guidance on Conduct and Ethics for Students to limit or stop practice if their performance is affected by their health. Self declaration is dependent upon honesty and insight and disclosure, whilst not a legal obligation, is certainly an ethical and moral obligation.

15.1 Learner self declaration of health prior to practice-based learning

Prior to each practice-based learning commencing learners complete a Self Declaration of Fitness to Practise Form confirming there has been no change to their physical or psychological health which could impact upon performance or safety of self or others.

Guiding principles:

- Any learner experiencing ill health and/or personal issues prior to practice-based learning should make an appointment to meet with their Personal Academic Tutor (PAT)

- The learner and PAT may collaborate to develop a course of action in order that appropriate measures and /or reasonable adjustments are in place for the duration of the placement. This may involve the Programme Leader, Disability Advisor, Student Counsellor and the practice-based learning site as required

- Following a discussion with the learner, the Programme Leader may recommend the learner consults a medical practitioner in order to obtain a medical assessment on whether the learner is able to commence the placement. A supporting medical certificate must be obtained by the learner and forwarded to the Programme Leader

- If the learner is unable to (re)commence a placement, it will be deferred and the learner will undertake another placement once they are in sound health, subject to confirmation of fitness to practise by a medical practitioner.

15.2 Discontinuation of Practice-based learning

Practice-based learning may be terminated for reasons related to the learner, reasons related to the Practice Educator, reasons related to the setting or a combination of all of these. It is important that all involved in this decision be as objective as possible, are clear about the relevant evidence that they have, follow the relevant procedures, seek advice and record decisions and outcomes.

16. Guidelines for Learners and Practice Educators: How to address issues related to unprofessional behaviour/suitability

The nature of the work undertaken by learners and the conditions to be met for registration with the Health and Care Professions Council require specific standards of conduct associated with professional status and practice. During practice education, learners remain accountable to the University for their professional conduct.

16.1 Health Professions Council Guidance on Conduct and Ethics for Students

All learners on practice-based learning are assessed on their professional conduct. The assessment of this is based on the Health and Care Professions Council Guidance on Conduct and Ethics for Students: www.hpc.uk.org/assets/documents/10002C16 Guidanceonconductandethicsforlearners.pdf

16.2 Points of guidance for early termination of placement due to unprofessional behaviour/suitability

Stage 1
The Practice Educator should:

- Discuss with the learner the issues causing concern giving specific verbal feedback and agree actions and time for review;

- Refer the learner to the appropriate criteria on the assessment report;

- Document that such a discussion has taken place in the learner's supervision record;

- No further action will be taken unless the behaviour continues to be repeated.

Stage 2
If the above does not remove concerns about professional suitability and others' safety, it is essential that the Practice Educator involves the learner's Personal Academic Tutor (PAT) in all discussions about the learner's unprofessional behaviour and documents concerns.

If the incident and/or behaviour is significant but not serious, objectives will be devised in consultation

with the learner and the Practice Educator and an action plan and a review date set. Throughout this process the Practice Educator refers to the relevant assessment criteria and documents their observations of the learner's behaviour/performance. Similarly, any discussion with the learner relating to their behaviour/performance whilst on placement is documented in the supervision record by the Practice Educator.

Stage 3
This stage is for those behaviours that either cannot be, or have not been, resolved through the processes previously outlined.

The issues that have arisen and consequent actions taken are referred to the Programme Leader, if this has not already occurred. The Programme Leader will discuss the situation and review the documented evidence in collaboration with the Head of Division. At this point the University may take action in collaboration with the staff at the placement setting to remove the learner from practice-based learning.

The Practice Educator should complete the practice-based learning assessment report, documenting all issues arising. The completed assessment report should be returned to the University within 5 working days of the learner's removal from the placement setting. If the allegation cannot be resolved locally, by the Programme Leader and Head of Division and there are concerns regarding professional suitability remaining, further action may be considered including reference to the Queen Margaret University Fitness to Practise Policy.

17. Practice Education assessment

17.1 The Practice-based learning Assessment Report

The Practice-based learning Assessment Report (appendix 3) is the assessment of clinical work at the end of both modules *Practice-based learning 1 & Practice-based learning 2.* The Practice Educator should complete the relevant part of the report and discuss this with the learner (in the last supervision meeting, if possible). It should then be returned via email to the Personal Academic Tutor, who completes their part and marks the assessment on a pass/fail basis. The report is returned to the learner for their comments and all parties receive a final copy for their records.

17.2 Mid-Placement Review

The mid-placement review provides an opportunity for the Practice Educator and Personal Academic Tutor to speak on the phone or meet online and discuss how practice education is going, and for the learner to comment on their learning experience.

If there is a level of concern regarding a learner to the extent that the learner is not meeting the required learning outcomes, this will be highlighted in a meeting with the learner and documented. The review will specify action points to be addressed and a timescale to be followed.

17.3 Supervision Notes

While undertaking practice education, learners will keep supervision notes, which are formatively assessed by the Personal Academic Tutor. They should be accurate, comprehensive and reflexive

records in accordance with applicable legislation, protocols and guidelines. Names of service users, staff and the institution should always be replaced with pseudonyms.

PRACTICE EDUCATION PASSPORT

Learner Name: _____

Matriculation
Number: _____

	Date completed:
Receipt of PVG certificate	
Receipt of insurance certificate (copy to PPSO)	
Receipt of name badge	
Health clearance check (if needed)	

Upload the following completed forms to the HUB   (✓)

Self-declaration of 'fitness to practise'	
Personal therapist form	
COVID-19 risk assessment	

HCPC documents	Date completed:
Guidance on conduct and ethics for students	
Guidance on health and character	
Standards of proficiency: arts therapists	
Confidentiality – guidance for registrants	

Pre-clinical skills (at QMU)

	Date completed:
Key First Aid skills	
Moving and handling	

Once this form is completed and has been signed off by your PAT, please upload to your eportfolio

MSc MUSIC THERAPY

Online learning on TURAS **Download and keep your certificates for each course**	**Date completed:**
Fire: Theory	
Information governance: Safe Information Handling	
Healthcare acquired infection SIPCEP foundation layer (8 modules)	
Basic Life Support	
Preventing hazards in the workplace module 1	
Violence and aggression de-escalation (theory)	
Adult support and protection	
Child protection module 1	
Duty of candour	
Equality and diversity: equality and human rights	
National whistleblowing guidance for Allied Health Professions(AHP) Students in Scotland	

Please sign when you have completed every section to verify you have completed all classes/courses:

Sign:

Date:

Signed and dated by Personal Academic Tutor (PAT):

Queen Margaret University

EDINBURGH

MSc Music Therapy Programme

MID PLACEMENT REVIEW

Learner matriculation no:		Year:	
Name of Practice Educator (PE):		**Review date:**	
Name of Personal Academic Tutor (PAT):			

SUMMARY OF CONVERSATION BETWEEN PE AND PAT

Strengths	Areas for development
• … • … • …	• … • … • …
Concerns (if any)	
Other comments (if any)	

If any concerns are identified, then a follow-up meeting is required between the PAT and the learner.

LEARNER'S COMMENTS

Please comment on your overall placement experience so far and respond as appropriate to the strengths, areas for development or concerns identified above.

Please email the completed form to your PAT and upload to *e*portfolio

Queen Margaret University

MSc Music Therapy
Practice-Based Learning Assessment Report

Learner's matric number :	**Year**
Name of Practice Educator:	
Name of Personal Academic Tutor:	

Summary of learner's responsibilities/timetable [to be completed by the Practice Educator]

Please comment on the learner's competency and progress in the following areas:

1. **Clinical understanding**

   1.1   Understanding needs of service user group

   1.2   Understanding of context and relevant approach

   1.3   Initiative in gaining further knowledge/theory and research relevant to the setting

Comments from the Practice Educator:

2. **Musical and therapeutic skills**

   2.1   Ability to listen, respond and interact empathically with service users

   2.2   Ability to communicate with musical flexibility and sensitivity

   2.3   Ability to establish and maintain a supportive and secure clinical environment

   2.4   Ability to develop and sustain therapeutic relationships

2.5   Ability to deal with clinical issues and make informed decisions appropriate to different situations

Comments from the Practice Educator:

3.   Communication and collaboration

3.1   Demonstrate openness and respect towards all individuals within the practice-based learning setting and awareness of any cultural and sociological issues

3.2   Ability to work collaboratively as a team member

3.3   Communicate appropriately with other professionals, service users, carers and families (e.g. within case reviews, meetings and ward rounds)

Comments from the Practice Educator:

4.   Clinical management

4.1   Keep thorough and up-to-date clinical notes

4.2   Reliability

4.3   Write and submit reports as required by the setting

Comments from the Practice Educator:
Reports completed? *(please tick)*   Yes ☐   No ☐

5.   Supervision

5.1   Engage with supervision as a responsible, sensitive and reflexive practitioner

5.2   Ability to analyse and reflect on sessions through audio/video recordings and think beyond what may be observable

5.3   Willingness to discuss issues which are felt to be most challenging and in need of exploration

5.4   Be supportive of other group members and contribute to discussion about their work

5.5   Consider and follow through on feedback

Comments from the Practice Educator:

Do you consider the learner to be ready to work in this clinical area?
And any further comments from the Practice Educator:
Signed by Practice Educator: **Date:**

Comments and overall assessment from the Personal Academic Tutor (QMU):
PASS / FAIL
Signed by Personal Academic Tutor: **Date:**

Learner's comments:

Signed by learner: _____ **Date:** _____

School of Health Sciences
Division of Occupational Therapy and Arts Therapies

MSc Music Therapy
Self Declaration of Fitness to Practise

Please read the following carefully and complete. This form must be completed and uploaded to your eportfolio (OM191/OM194) prior to commencing practice-based learning

Learner Name: _____ Matriculation Number: _____

Please read the following three statements and confirm by adding your initials:		
I confirm that I have read and understood the Programme and Practice-based Learning Handbook.	**Your initials here:**	
I confirm that I have no health issue (either physical or psychological) and/or disability which may impact upon my performance or affect the safety of myself and/or the safety of others during practice placement.	**Your initials here:**	
I confirm that if I develop any health-related and/or disability issue that may affect my fitness to undertake the placement, I will inform my Programme Leader, my Personal Academic Tutor and my Practice Educator.	**Your initials here:**	
I have an Individual Learning Plan (ILP) prepared by the University Disability Advisor	**YES**	**NO**
• If you have answered YES and request an individual appointment with the Programme Leader to specifically discuss your ILP in relation to placement, please note this here:		
I require an individual appointment with the Programme Leader to discuss a health related and/or disability issue	**YES**	**NO**
Learner Signature:		**Date:**

Queen Margaret University
EDINBURGH

MSc Music Therapy

Learner Identity Check

Identity Check

We have asked all learners to show their Practice Educator their **QMU Smartcard** at the beginning of their placement. All Practice Educators are asked to check the card and sign the declaration below.

Please contact us immediately if there is a discrepancy.

Attendance

We require that all learners inform both their Practice Educator and the University should they be unable to attend their placement on any given day. Where the learner has an agreed absence from placement, we ask that the Practice Educator informs the University of this arrangement.

In the event that a learner has an unexpected absence from placement, we ask that the Practice Educator informs the University of this absence immediately.

Contact

Gill Glover on 0131 474 0000 / gglover@qmu.ac.uk in the first instance. If she is not available, please redial and ask to speak to the School Office. If more convenient, please email academicadministration@qmu.ac.uk stating the learner's name, the date and the nature of the absence.

Practice Educator declaration:

I have seen _____ 's QMU matriculation card and can confirm that the photograph on the card matches the learner on placement. I also understand the action I should take in the event of any absence.

Signature: _____   Date: _____

Print Name: _____

Organisation: _____

The learner should upload a signed copy of this form to their eportfolio at the start of their placement.

School of Health Sciences
Practice Placement Agreement

1   PRACTICE PLACEMENT AGREEMENT

Between

School of Health Sciences, Queen Margaret University, Edinburgh, EH21 6UU, Scottish Charity No: SC002750, (hereinafter referred to as (the "University")

and

[insert organisation name and address] (hereafter referred to as the "Practice Placement Provider")

each a "Party" and together the "Parties".

The Commencement Date of this agreement is: _____

2   DURATION AND EFFECT

2.1   This Agreement covers practice placements between the Practice Placement Provider and the University, whether part of an undergraduate or pre-registration Masters programme.

2.2   This Agreement shall be effective for one year from the Commencement Date, and will be automatically renewed annually unless terminated by either Party or amended in accordance with the terms of this Agreement. This Agreement shall only be automatically renewed for a further period of 3 years from the anniversary of the Commencement Date of the Agreement.

2.3   Either Party may terminate this Agreement at any time on ninety (90) days written notice to the other party.

2.4   Either Party ("Terminating Party") may terminate this Agreement immediately in the event that the other Party has materially breached this Agreement and has failed to remedy that breach within thirty (30) days of the date of a written notice from the Terminating Party specifying the breach and requiring that it be remedied.

2.5   Either Party may by written notice to the other Party immediately terminate a Placement in relation to a particular learner in the case of gross misconduct of that Learner.

2.6 This Agreement may be amended at any time by mutual consent of the Parties, provided that, before any amendment shall be operative or valid, it shall be put into writing and signed by the designated representatives of the University and Practice Placement Provider. Any such amendments shall be carried out by way of a formal Minute of Variation.

3 RESPONSIBILITIES OF THE UNIVERSITY

The University undertakes to:

3.1 Accept primary responsibility for the approval and quality assurance of all practice placements under this Agreement.

3.2 Accept overall responsibility for the academic award for each learner on a practice placement and for the academic standards and quality assurance of each award.

3.3 Accept primary responsibility for preparing and educating the individuals who teach, supervise, assess and support learners who are undertaking a formal learning placement (hereinafter referred to as the "Practice Educators") before providing placements, which will consist of each Practice Educator undertaking elements of the School of Health Sciences Facilitating Practice-based Learning Framework.

3.4 Accept non-monetary responsibility for the conduct of all pre-registration learners on a practice placement, with any misconduct being referred under the University's Regulations Governing Discipline or Fitness to Practise Policy and, where necessary, terminate the placement with the agreement of the Practice Placement Provider.

3.5 Support the Practice Placement Provider, Practice Educator and each learner before, during and after the practice placement.

3.6 Ensure that an updated PVG Scheme record is obtained for all learners on entry to a programme.

3.7 Ensure to the best of the University's knowledge and belief that learners comply with all applicable health requirements of the Practice Placement Provider, including vaccinations and any health checks required before commencement of a practice placement.

3.8 Provide information to the Practice Placement Provider regarding: placement timing, placement locations and learner cohort timing on a yearly basis.

3.9 For each learner placement, share with the Practice Placement Provider: learning outcomes to be achieved; development and review of the learning agreement; timings and duration of any placement experience and associated records to be maintained; expectations of professional conduct; assessment procedures including the implications of, and any action to be taken in the case, of failure; communication and lines of responsibility; and development of an individual learner learning plan.

3.10 Use all reasonable endeavours to procure that any pre registration learner undertakes to keep all confidential information strictly confidential and not to reveal any confidential information to a third party without prior permission of the Practice Placement Provider.

3.11   Ensure that the University placement coordinators for the pre- registration programmes are available to discuss a learner/ practice educator/ Practice Placement Provider complaint as early as possible during the placement.

3.12   Give the Practice Placement Provider reasonable advance notice of the details of any University staff visiting the practice placement premises.

4   RESPONSIBILITIES OF THE PRACTICE PLACEMENT PROVIDER

The Practice Placement Provider undertakes to:

4.1   Provide access to its premises and facilities for the purpose of practice placement learning for pre-registration learners as part of a recognised award programme.

4.2   Confirm it holds suitable and comprehensive Public Liability and Employer's Liability Insurance and provide documentary evidence of such. The Practice Placement Provider will indemnify its employees and learners against liability for damages while acting within the scope of their respective employment or placement. For the avoidance of doubt, unless the University is in direct supervision of the learner on placement, the University's insurance cover will not cover the learner on placement, and the University shall not be held liable in any way for any acts or omissions by learners whilst acting within the scope of their practice placement.

4.3   Provide learners on practice placement with a safe learning environment and supervision mechanisms to ensure safe and effective practice in accordance with all applicable Practice Placement Provider policies, including, without limitation, physical risk from equipment, risk from substances hazardous to health, fire risk, infection control, challenging behaviours, emotional stress and lone working. The Practice Placement Provider shall ensure that copies of all relevant policies including, without limitation, the Practice Placement Provider's data protection policy, will be provided to the learner either prior to the practice placement commencing or during the induction period of the practice placement.

4.4   Nominate appropriately qualified, experienced practitioners for the role of practice educator.

4.5   Provide appropriate supervision to each learner depending on their experience and capabilities and to carry out feedback and assessment of learners on placement in line with the requirements of the University.

4.6   Check the learner's University ID card at the beginning of the practice placement to verify the learner is the allocated learner.

4.7   Notify the School Office of the University within 48 hours of any learner's non attendance at the practice placement.

4.8   Inform the University immediately of any accident to, or occupational disease of, the learner.

4.9   Ensure that a senior member of staff, other than the named practice educator, is identified to each learner to enable discussion or complaints to be made regarding their practice educator.

4.10 Allow any representatives of the University to visit its premises for the purpose of monitoring the practice placement.

4.11 Take all necessary precautions to ensure all confidential information is treated as confidential, is not revealed or used other than for the purpose of the performance of this Agreement, and is not revealed to a third party without the prior written consent of the University.

4.12 Use all reasonable endeavours to ensure that learners comply with the Practice Placement Provider's data protection polices and notify these to the University at the commencement of this agreement and regularly thereafter, in particular where any amendments to such policies are made.

5 MUTUAL RESPONSIBILITIES OF BOTH PARTIES

5.1 Both Parties shall comply with Data Protection Law, specifically:

(a) the General Data Protection Regulation (EU) 2016/679; and

(b) the UK Data Protection Act 2018

5.2 Both Parties acknowledge that, for the purposes of Data Protection Law, each Party is at times both a controller and processor of data

5.3 The legal basis for processing the data will be that the processing is necessary for the performance of a public task, the data subjects being those learners who undertake practice placements;

5.4 The Data includes personally identifiable information of the data subject together with placement feedback, including but not limited to disciplinary, conduct or fitness to practise issues;

5.5 Both Parties shall only process and share data to the extent that such data is necessary for the purposes of this Agreement or for either Party to fulfil its statutory obligations

5.6 Both Parties shall take appropriate technical and organisational security measures in processing the Data, so as to ensure an appropriate level of security is adopted to mitigate the risks associated with the processing of such Data, including unauthorised or unlawful processing, accidental or unlawful destruction, loss, alteration, unauthorised disclosure of or damage or access to the Data;

5.7 Neither Party shall transfer any of the Data to any third Party except upon and in accordance with the express written instructions or agreement of the other Party;

5.8 Both Parties agree to fully comply with the provisions and obligations imposed by the Freedom of Information (Scotland) Act 2002;

5.9 Each Party shall notify the other immediately if it receives any complaint, notice, communication or request which relates to the processing of the Data or to either Party's compliance with Data Protection Law in relation to such processing;

5.10 Each Party shall provide the other with full cooperation and assistance in relation to any complaint, notice, communication or request made as may reasonably be required;

5.11 Each Party will promptly (and, in any event, no later than twelve [12] hours after becoming aware of a Security Incident inform the other Party of that Security Incident and of any other unauthorised or

unlawful processing of any of the Data and any other loss or destruction of or damage to any of the Data.

5.12 Neither Party shall unlawfully discriminate, either directly or indirectly, on the grounds of race, colour, ethnic or national origin, disability, sex or sexual orientation, religion or belief or age, and each Party undertakes to advance equality of opportunity of the protected characteristics and in doing so shall at all times comply with the terms of the Equality Act 2010.

5.13 The Parties agree to remove from a practice placement any learner who fails to comply with the Practice Placement Provider's policies, and to remove from a placement any learner whose conduct or health is agreed by both Parties, acting reasonably, to be detrimental to the welfare of others or otherwise seriously impair the operations of the service.

6   AGREEMENT OF PARTIES

Nothing in this Agreement shall constitute a relationship of partnership, employment or agency between the Parties, and neither Party to this Agreement has authority to bind the other contractually except in respect of obligations arising out of this Agreement.

Subscribed for and on behalf of Queen Margaret University, Edinburgh, EH 21 6UU

Signature: _____

Name: _____

Designation: _____

Witness: _____

Name & Address: _____

_____

Subscribed for and on behalf of [insert organisation]

Signature: _____

Name: _____

Designation: _____

Witness: _____

Name & Address: _____

_____

School of Health Sciences
Practice Placement Checklist

Practice Placement Provider	

Place a ✓ in the right hand column to confirm that the following documents are made available to learners, appropriate processes are in place and communicated to the learner during a practice placement	
Complaints procedure	
Details of any equipment or processes which the learner will be prohibited from using during practice placement	
Health and safety policies and procedures	
Equal opportunities/anti- discriminatory policy or equality outcomes	
Data protection and issues pertaining to information governance and confidentiality	
Fire safety arrangements	
First aid arrangements	
Incident reporting procedures	
Infection control policies and procedures	
Protection of Vulnerable Groups policies and procedures or equivalent	
Record keeping procedures	
Risk assessments/ relative to the work our learners will be involved with	
Security in care of clients, staff or self	
Staff Grievance procedure	
Learner Induction	
Whistleblowing procedure	

Insurance Policies	
Employers' Liability Insurance policy deemed appropriate in respect of learners whilst in placement provider's supervision to HEI's satisfaction.	
Professional Indemnity Insurance – where held	
Public Liability Insurance policy deemed appropriate in respect of learners whilst in placement provider's supervision to HEI's satisfaction.	
Signature	Date

Queen Margaret University

EDINBURGH

Learner's Audit of Placement

Learner's Name	_____
Placement Location	_____
Supervisor Name	_____
Dates of PBL	_____

Please indicate your evaluation of placement using the following categories: 1 Very good 2 Good 3 Satisfactory 4 Less than satisfactory 5 Poor	1	2	3	4	5
Overall evaluation of Placement					
Appropriateness of facilities - safety of environment					
Placement can support safe and effective practice					
Placement encourages independent learning					
Placement staff demonstrate professional conduct					
Placement has clear communication and lines of responsibility					
Placement respects rights and needs of patients					
Placement offers a range of teaching and learning opportunities					
Placement has equal opportunities and anti-discriminatory policies					
Placement monitors/audits implementation of policies					
Supervisor's understanding of learning outcomes					
Supervisor's understanding of assessment requirements					
Supervisor's expectations of learner's professional conduct					

Please include any other comments overleaf

Signature of Learner _____ **Date** _____

Queen Margaret University

EDINBURGH

Details of Personal Therapist
MSc Music Therapy

Dear Therapist

All music therapy learners must be in personal therapy throughout their professional training (allowing for appropriate holiday breaks). This experience should be obtained outwith the University. The personal therapist must not be involved with the candidate's training programme in any capacity, nor act as their clinical supervisor. Learners are required ato attend a minimum of 40 hours.

All information on this form is confidential and serves simply as evidence that the learner is meeting this requirement.

IN CONFIDENCE

Therapist's name

_____
(please print)

Address

_____

_____

Email

_____

Professional Body

_____

I certify that

_____
(please print learner's name)

is in therapy with me and that this is involves regular therapeutic contact in accordance with the regulations for the MSc Music Therapy programme.

Date learner commenced therapy

_____

Therapist's signature

_____

Personal Therapy Attendance Form (Year 2)
MSc Music Therapy

Dear Programme Leader

I confirm that
_____
(please print learner's name clearly)

has attended [**hrs**] therapy sessions for the MSc Music Therapy programme, in accordance with the HCPC regulations.

Therapist's name
_____
(please print)

Therapist's signature
_____

Address
_____

_____

_____

Email
_____

Therapists

British Association for Counselling and Psychotherapy: www.bacp.co.uk

   @bacp

Counselling and Psychotherapy in Scotland: www.cosca.org.uk

UKCP - UK Council for Psychotherapy: www.psychotherapy.org.uk

Arts Therapies Associations

British Association of Music Therapy: www.bamt.org

   @musictherapyuk

British Association of Art Therapists: www.baat.org

Association for Dance Movement Therapy: www.admt.org.uk

British Association for Dramatherapists: www.badth.org.uk

HCPC

Health and Care Professions Council: www.hcpc-uk.org

   @The_HCPC

Other links (Scotland)

Scottish Music Therapy Trust: www.smtt.org.uk

   @scottishmttrust

Insurance providers

Balens, Specialist Insurance Brokers: http://www.balens.co.uk

Holistic Insurance Services*: http://www.holisticinsurance.co.uk/*

Psychologists' Protection Society: http://www.ppstrust.org

QMU Academic Calendars

https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/academic-calendar/

QMU Postgraduate Grade Descriptors

Approved by the University Senate on 30 June 2021
Applicable to all new and existing modules being delivered from September 2021 onwards

Grade A* 80% and above Outstanding performance, exceptionally able – pass
- Articulates an outstanding critical understanding and interpretation of the relevant information, principal theories, concepts and principles presented by the assessment
- Articulates an outstanding critical understanding that integrates most, if not all, of the main areas of the specialist discipline
- Demonstrates outstanding, extensive, detailed and critical knowledge, informed by current discipline developments
- Displays an outstanding ability to critically appraise scholarship and evidence, and synthesise concepts, knowledge and theory
- Applies a range of specialist and/or professional skills, techniques or practices aligned with the discipline
- Demonstrates an outstanding ability to communicate knowledge (written, verbal, practical, visual)
- Demonstrates an outstanding critical awareness of the scope and application of disciplinary and interdisciplinary scholarship
- Shows an outstanding reflexive awareness of value judgements and assumptions embodied in the subject
- Demonstrates outstanding originality, creativity or innovation in the application of knowledge and / or practice
- Displays outstanding potential to undertake research or be a leading practitioner within a specialist area

Grade A 70-79.9% Very good performance – pass
- Articulates a very good critical understanding and interpretation of the relevant information, principal theories, concepts and principles presented by the assessment
- Articulates a very good critical understanding that integrates most of the main areas of the specialist discipline
- Demonstrates very good, extensive, detailed and critical knowledge, informed by current discipline developments
- Displays a very good ability to critically appraise scholarship and evidence, and synthesise concepts, knowledge and theory
- Applies a range of specialist and/or professional skills, techniques or practices aligned with the discipline
- Demonstrates a very good ability to communicate knowledge (written, verbal, practical, visual)
- Demonstrates a very good critical awareness of the scope and application of disciplinary and interdisciplinary scholarship
- Shows a very good reflexive awareness of value judgements and assumptions embodied in the subject
- Demonstrates very good originality, creativity or innovation in the application of knowledge and / or practice
- Displays very good potential to undertake research or be a leading practitioner within a specialist area

Grade B 60-69.9% Good performance – pass
- Articulates a good critical understanding and interpretation of the relevant information, principal theories, concepts and principles presented by the assessment
- Articulates a good critical understanding that integrates some of the main areas of the specialist discipline

- Demonstrates good breadth, detailed and critical knowledge, informed by current discipline developments
- Displays good ability to critically appraise scholarship and evidence, and synthesise concepts, knowledge and theory
- Applies a range of specialist and/or professional skills, techniques or practices aligned with the discipline
- Demonstrates a good ability to communicate knowledge (written, verbal, practical, visual)
- Demonstrates a good critical awareness of the scope and application of disciplinary and interdisciplinary scholarship
- Shows a good reflexive awareness of value judgements and assumptions embodied in the subject
- Demonstrates good originality, creativity or innovation in the application of knowledge and / or practice
- Displays good potential to undertake research or be a leading practitioner within a specialist area

Grade C 50-59.9% - Fair performance – pass
- Articulates a fair critical understanding and interpretation of the relevant information, principal theories, concepts and principles presented by the assessment
- Articulates a fair, critical understanding that integrates a few of the main areas of the specialist discipline
- Demonstrates a fair breadth, detailed and critical knowledge, informed by current discipline developments
- Displays a fair ability to critically appraise scholarship and evidence, and synthesise concepts, knowledge and theory
- Applies a range of specialist and/or professional skills, techniques or practices aligned with the discipline
- Demonstrates a fair ability to communicate knowledge (written, verbal, practical, visual)
- Demonstrates a fair critical awareness of the scope and application of disciplinary and interdisciplinary scholarship
- Shows a fair reflexive awareness of value judgements and assumptions embodied in the subject
- Demonstrates fair originality, creativity or innovation in the application of knowledge and / or practice
- Displays fair potential to undertake research or be a leading practitioner within a specialist area
- Submission/assessment meets the standards of SCQF Level 11

Grade D 40-49.9% Unsatisfactory performance – fail

- Partial knowledge, understanding and interpretation of the relevant information, principal theories, concepts and current discipline developments
- Partial understanding of the breadth and depth of the discipline
- Limited ability to critically appraise scholarship and evidence, and synthesise concepts, knowledge and theory
- Insufficient application of specialist and/or professional skills, techniques or practices aligned with the discipline
- Demonstrates insufficient ability to communicate knowledge (written, verbal, practical, visual)
- Demonstrates a limited critical awareness of the scope and application of disciplinary and interdisciplinary scholarship
- Shows insufficient reflexive awareness of value judgements and assumptions embodied in the subject
- Partial demonstration of originality, creativity or innovation in the application of knowledge and / or practice
- Displays limited potential to undertake research or be a leading practitioner within a specialist area
- Submission/assessment does not meet the standards of SCQF Level 11

Grade E 0-39.9% Unsatisfactory performance - fail
- Little or no understanding and interpretation of the relevant information, principal theories, concepts and current discipline developments

- Little or no understanding of the breadth and depth of the discipline
- Inaccurate appraisal of scholarship and evidence, and synthesise concepts, knowledge and theory
- Ineffective application of specialist and/or professional skills, techniques or practices aligned with the discipline
- Ineffective communication of knowledge (written, verbal, practical, visual)
- Demonstrates little or no critical awareness of the scope and application of disciplinary and interdisciplinary scholarship
- Consistent lack of reflexive awareness of value judgements and assumptions embodied in the subject
- Little or no demonstration of originality, creativity or innovation in the application of knowledge and / or practice
- Displays little or no potential to undertake research or be a leading practitioner within a specialist area
- Submission/assessment does not meet the standards of SCQF Level 11

Module Descriptor

Title	Theory and Practice of Person-centred Health and Wellbeing		Code (if known)	
SHE Level		Semester & Mode of Study	1 Online	Credit Rating
SCQF Level	11			20
Module Co-ordinator	Bill Lawson and Clare Gillespie			
Module Team	Philippa Derrington, Fiona MacLean, Adrienne McDermid-Thomas, Karen Matthews, Kristina Mountain, Brendan McCormack, Jan Dewing			
Pre-requisites	Nil			
Co-requisites	Nil			
Prohibited Combinations	Nil			

Aims
Develop a critical understanding of person, people & populations across the lifespan, working collaboratively in person-centred ways and drawing on different sources of knowledge to enhance health & wellbeing.

Advance knowledge and skills of evidence-informed practice as a facilitator of person-centred cultures to enhance health & wellbeing of person, people and populations.

Learning Outcomes On successful completion of the module you will be able to:	Assessed in this module	A	B	C	D
L1 Demonstrate a critical understanding of different philosophical perspectives of personhood, and the concepts, principles and theories underpinning person-centred practice.		√	√		√
L2 Develop critical awareness of the value judgments underpinning the complex assessments and decisions practitioners make when working with the person, people and populations in integrated systems.		√	√	√	√
L3 Debate the ethical issues arising when working with the person, people & populations in integrated systems.		√	√		√
L4 Engage in critical and creative learning about developing person-centred cultures and ways of working that enable all persons to flourish.		√	√		√

| L5 | Critically synthesise and evaluate different sources of knowledge, including research evidence, and apply this knowledge to facilitate health and wellbeing outcomes with the person, people & populations. | | √ | √ | √ | √ |

A – Knowledge and Understanding; B – Intellectual Skills; C – Practical Skills; D – Transferable Skills

Learning Experiences

The module will engage you in the following types of online learning experiences:

Interactive lectures, pre-reading, workshops, group work, seminars, discussions and debates, person account/narrative analyses through critical reflection, critical-creative learning, facilitated active learning, online work on canvas@QMU and Collaborate.

This module will take an online interactive learning approach:

Contact hours: 20 hours synchronous contact hours (online). This will include Collaborate presentations and discussions/debates including visiting speakers, small group activities facilitated by learners, shared presentations from group activities; 180 hours guided independent learning.

*Full time students who require a tier 4 visa will be expected to attend pathway specific seminars and tutorials.

Assessment Pattern

Formative: A profile of the community you are working with (this could be a hospital ward, a day unit, a school community, a geographical community etc), using the PCP Framework (McCormack & McCance 2019) to critically reflect on the extent to which the culture is person-centred. From this analysis, identify a topic related to an aspect of person-centred practice that can form the focus of small group discussion (face to face or online) where you will provide each other with strengths-based feedback/forward.

Summative: You are required to submit an annotated bibliography (2000 words maximum) and a creative poster presentation (500 words maximum) on a chosen topic relating to an aspect of person-centred practice that relates to your specific area of practice and the community you are working with. The annotated bibliography will constitute part of the foundation work leading to the creative poster presentation and it will comprise a selection of key sources on the chosen topic. The creative poster will demonstrate the connection between the topic, the theories underpinning person-centredness and practice. You will create a filmed presentation lasting 5 minutes using the knowledge gained from the community profile, annotations and the poster. This will be submitted with the annotated bibliography and the poster using PebblePad+. This assignment will be added to the portfolio of evidence for the 'Leading Person-centred Practice for Health and Wellbeing'. 100%

For SCPHN learners there will be one timed viva examination under invigilated conditions in place of the filmed presentation. The viva will be recorded to allow for review by the moderator and the external examiner.

For learners requiring NMC Specialist Practice Qualification and SCPHN Registration both core modules must be passed.

| **Can this Module be Anonymously marked?** | ~~Yes~~/No | **If No please provide an explanation.** |

The person will be identifiable from the filmed presentation.

Content

This module will encourage you to engage in the critical exploration of the following topics:

- Western theories of personhood from different philosophical perspectives and key concepts of person-centredness. These will be used as a starting point for the discussion of issues relating to practice.
- Person-centred practice at individual, team, organisational and systems levels, including strategic frameworks for person-centred practice.
- Understanding 'self' and what it means to practice as a person-centred practitioner (relational aspects of care, judgement and ethical decision-making, the development of expertise).
- Wellbeing and salutogenesis, and experiences of these in health and wellbeing systems.
- Research knowledge and critical appraisal skills required to critically synthesise the different sources of knowledge, including qualitative and quantitative research evidence that inform and support the development of practice.
- Facilitation theories and practices for developing healthful cultures.
- Critical and creative learning about practice development.
- Quality improvement methodologies for transforming person-centred cultures and practices.

A short paragraph to summarise the module content which will be held in ISIS

This module facilitates learners' explorations of some of the concepts, principles and theories underpinning person-centred practice in a variety of care settings and from a variety of perspectives: the prevention of ill-health, anticipatory care, and the promotion of health and wellbeing. By undertaking this module, learners will develop expertise in understanding and responding to the needs of person, families and communities in a way that is consistent with the theoretical underpinnings and the values of person-centredness throughout the lifespan.

Main Texts

FEDER, K.E. and CARLSON, L. (eds). 2010. *Cognitive Disability and its Challenge to Moral Philosophy*. Oxford: Wiley Blackwell.

HARVEY, G. and KITSON, A. 2015. *Implementing evidence-based healthcare: A facilitation guide*. Routelidge. Abingdon, Oxon.

MCCORMACK, B. and MCCANCE, T. (eds.) 2017. *Person-centred Practice in Nursing and Health Care: Theory and Practice.* Chichester: Wiley Blackwell.

MITTELMARK, M.B., SAGY, S., ERIKSSON, M., BAUER, G.F., PELIKAN, J.M., LINDSTRÖM, B, and ESPNES, G.A. (eds). 2017. *The Handbook of Salutogenesis*. Cham: Springer International Publishing

TORCHIA, J. 2008. *Exploring personhood: an introduction to the philosophy of human nature*. Plymouth: Rowman & Littlefield Publishers

There will be a comprehensive list of articles from a range of professional journals, and texts available in the canvas@QMU area for this module.

Other relevant details

Completed by the module team	Date: 04/06/2020

Module Descriptor

Title	Leading Person-centred Practice for Health and Wellbeing		Code (if known)	

SHE Level		Semester & Mode of Study	2 Online	Credit Rating
SCQF Level	11			20

Module Co-ordinator	Bill Lawson and Caroline Dickson

Module Team	Philippa Derrington, Fiona MacLean, Adrienne McDermid-Thomas, Karen Matthews, David Banks, Clare Gillespie, Brendan McCormack, Jan Dewing

Pre-requisites	Nil
Co-requisites	Nil
Prohibited Combinations	Nil

Aims
To lead and innovate collaborative ways of working that are consistent with the values of person-centredness, evidence generation and implementation of health and wellbeing approaches for healthful cultures.

Learning Outcomes On successful completion of the module you will be able to:	Assessed in this module	A	B	C	D
L1	Demonstrate critical understanding of processes for developing self and others through facilitative approaches to learning, development and leadership.		√	√		√
L2	Examine person-centred approaches to leadership and the potential to facilitate transformation of practice in different contexts.		√	√		√
L3	Appraise research and evaluation methodologies to inform ongoing knowledge generation and implementation, practice and policy development.		√	√		√
L4	Devise person-centred approaches that promote health and wellbeing when working with the person, people & populations.		√	√	√	√
L5	Develop, through reflexivity and discourse, an understanding of what it means to become and to be a person-centred practitioner and leader.		√	√	√	√

A – Knowledge and Understanding; B – Intellectual Skills; C – Practical Skills; D – Transferable Skills

Learning Experiences

The module will engage you in the following types of online learning experiences:

Interactive lectures, pre-reading, workshops, group work, seminars, discussions and debates, person account/narrative analyses through critical reflection, critical-creative learning, facilitated active learning, online work on canvas@QMU and Collaborate.

This module will take an online interactive learning approach:

Contact hours: 20 hours synchronous contact hours (online). This will include Collaborate presentations and discussions/debates including visiting speakers, small group activities facilitated by learners, shared presentations from group activities; 180 hours guided independent learning.

*Full time students who require a tier 4 visa will be expected to attend pathway specific seminars and tutorials.

Assessment Pattern

Formative: Online group patchwork activity which will be posted on the canvas@QMU for discussion relating to specific aspects of leadership and facilitation. This will create a resource to support the development of the summative assessment.

Summative: An innovation in practice proposal and critically reflexive commentary (3000 words) applying a concept, theory or principle of person-centredness in a particular person and/or health and wellbeing setting that connects to your specific context of practice. This will be aligned to, and build on, the assignment from Theory and Practice of Person-centred Health and Wellbeing.

For students requiring NMC Specialist Practice Qualification both core modules must be passed.

Can this Module be Anonymously marked? ~~Yes~~/No **If No please provide an explanation.**

The person will be identifiable in the critically reflexive commentary and context of practice.

Content

- Understanding 'self' as person and what it means to practise as a person-centred practitioner (relational aspects of service, care, judgement, ethical/moral decision-making, leadership and the development of expertise);
- Wellbeing, salutogenesis, healthfulness, flourishing, thriving, and experiences of these in health, social care and 3rd Sector systems;
- Research and development methodologies connected with different world-views (rationalism, empiricism, interpretivism, constructivism) and contributing to knowledge generation ;
- Use of evidence in practice including methods of dissemination, implementation, translation of evidence into practice, and strategies for evaluating processes and outcomes in person-centred practice;
- Person-centred research principles and methods
- Person-centred approaches to leadership and facilitation;
- Engaging with, and facilitating, approaches to critical creativity and reflexivity.

A short paragraph to summarise the module content which will be held in ISIS

The learner will gain a wider understanding of how different sources of evidence and knowledge contribute to the development, delivery and evaluation of innovative health and wellbeing practice when working with the person, families and communities, and of contemporary research consistent with the values of person-centredness. There will be a focus on leadership and collaborative ways of working, evidence generation and implementation of health and wellbeing approaches for healthful cultures.

Main Texts

DEWING, J., MCCORMACK, B. AND TITCHEN, A. (eds) 2014. Practice Development Workbook for Nursing, Health and Social Care Teams. Oxford: Wiley.

McCORMACK, B., Van DULMEN, S., EIDE, H., EIDE, T., & SKOVDAHL, K.-I. 2017. *Person-centred Healthcare Research*. Oxford, UK: John Wiley.

HERON, J. 2007. *The Complete Facilitator's Handbook*. London: Kogan Page.

SMITH, C. 2015. *To flourish or destruction : a personalist theory of human goods, motivations, failure, and evil*. Chicago : The University of Chicago Press.

STURMBERG, J. 2019*. Embracing Complexity in Health: The Transformation of Science, Practice, and Policy.* Cham: Springer International Publishing SMITH, C. 2015. *To flourish or destruction : a personalist theory of human goods, motivations, failure, and evil*. Chicago : The University of Chicago Press.

STURMBERG, J. 2019*. Embracing Complexity in Health: The Transformation of Science, Practice, and Policy.* Cham: Springer International Publishing

There will be a comprehensive list of articles from a range of professional journals, and texts available in the canvas@QMU area for this module.

Other relevant details

Completed by the module team	Date: 04/06/2020

Title	Therapeutic Practice and Resources		Code: OM192
SHE Level	**M**	**Semester & Mode of Study**	1 and 2 (FT)	**Credit Rating**
SCQF Level	**11**			**20 (SCQF) 10 (ECTS)**

Module Co-ordinator	Dr. Nicky Haire
Module Team	Dr. Nicky Haire, Dr. Philippa Derrington and Dr. Giorgos Tsiris
Pre-requisites	None
Co-requisites	Practice-based Learning 1, Developmental and Relational Perspectives, Theory and Practice of Person-Centred Health and Wellbeing, Leading Person-Centred Practice for Health and Wellbeing
Prohibited Combinations	

Aims

Enable exploration of the therapeutic potential of music and sound in practice, and develop a broad range of therapeutic musical resources.

Experience interpersonal learning, develop awareness of your own creative process, and demonstrate a capacity for self-reflection and an understanding of the relevance of this within therapeutic work.

Learning Outcomes On successful completion of the module you will be able to:		Assessed in this module	A	B	C	D
L1	demonstrate the musical skills required for music therapy practice	Formative and summative assessment	x	x	x	x
L2	critically reflect on personal musical development, creative processes within group improvisation and understanding of interpersonal group dynamics	Formative assessment	x	x	x	x
L3	demonstrate responsiveness, openness, flexibility, sensitivity, and a capacity for interpersonal and self- awareness within musical interaction	Formative and summative assessment			x	x
L4	demonstrate knowledge of client groups, understand the role of the music therapist in different contexts	Formative and summative assessment	x	x	x	x

L5	demonstrate ongoing personal learning within your own arts-based processes	Formative and summative assessment	x	x	x	x
L6	demonstrate engagement in your own arts-based process and develop awareness of collaborative arts-based research practices	Formative assessment	x	x	x	x

A – Knowledge and Understanding   B – Intellectual Skills   C – Practical Skills   D – Transferable Skills

---

Learning Experiences

The module will engage you in the following types of learning experiences:

practical workshops; seminars; directed and independent study and practice

Tutor/learner contact: 46 hours
Peer-assisted learning: 22 hours
Self-directed study: 132 hours
TOTAL: 200 hours

Assessment Pattern

Formative (ongoing throughout module):

1. Each student will engage in self-reflexive and peer-supported learning through arts-based engagement in small improvisation groups
2. Instruction will be provided for specific individual tasks throughout the module (for example, reflective journal, weekly improvisation activities, leading group composition, presentations to peers)

Summative assessment (December/March):
1. End of Semester 1: practical assessment - a remit will be provided
2. End of Semester 2: reflective written assessment (1200 words) - a remit will be provided

Weighting for each component is 50% but each area must pass in order to pass the module as a whole.
Full details for all forms of assessment are provided in the module information.

Can this Module be Anonymously marked? No
Practical assessments cannot be anonymous.

Content

Through discussions, workshops and experiential learning, you will understand your own creative process and how this relates to therapeutic practice and research in music therapy.

This will include developing a range of musical resources, understanding the therapeutic use of sound and music in different contexts, learning therapeutic techniques, facilitating group work and gaining fluency and understanding of musical form, expression and interaction through improvisation.

Key Texts

BAKER, F. and UHLIG, S., eds. 2011. Voicework in music therapy. London: Jessica Kingsley Publishers.

BEAN, J., and OLDFIELD, A., 2001. Pied piper: musical activities to develop basic skills. London and Philadelphia: Jessica Kingsley Publishers.

BRUSCIA, K. E., 1987. Improvisational models of music therapy. Springfield: Charles C. Thomas.

STENSAETH, K., 2017. *Responsiveness in music therapy improvisation: a perspective inspired by Mikhail Bakhtin*. Barcelona Publishers*.*

STEVENS, J. 1985. *Search and reflect*. London: Community Music.

STIGE, B., ANSDELL, G., ELEFANT, C.,and PAVLICEVIC, M. 2010. Where music helps: community music therapy in action and reflection. Surrey: Ashgate.

TRONDALEN, G., 2016. *Relational music therapy: an intersubjective perspective.* Barcelona Publishers

WIGRAM, T., 2004. Improvisation: methods and techniques for music therapy clinicians, educators, and students. London and Philadelphia: Jessica Kingsley Publishers.

WIGRAM, T., 2012. Developing Creative Improvisation Skills in Music Therapy: The Tools for Imaginative Music Making. In D. Hargreaves, D. Miell, & R. MacDonald (Eds.), *Musical imaginations: multidisciplinary perspectives on creativity, performance and perception* (1st ed.). Oxford University Press.

All resources for practice-based learning are available via Resource Lists, at this QR code, which are kept up-to-date, and reading is guided as recommended, essential or background.

Other relevant details

Teaching materials are also available on Canvas.

Signed	Date

Queen Margaret University
EDINBURGH
Module Descriptor

Title	Practice-Based Learning 1 (Music Therapy)		Code: OM191

SHE Level	M	Semester & Mode of Study	Level 1, Semesters 1 and 2 (FT)	Credit Rating
SCQF Level	11			40 (SCQF) 20 (ECTS)

Module Co-ordinator	Dr. Philippa Derrington
Module Team	Dr. Philippa Derrington, Clare Gillespie, Dr. Nicky Haire, Emma Maclean and Dr. Giorgos Tsiris
Pre-requisites	None
Co-requisites	Theory and Practice of Person-Centred Health and Wellbeing; Leading Person-Centred Practice for Health and Wellbeing; Developmental and Relational Perspectives; Therapeutic Practice and Resources
Prohibited Combinations	

Aim

To prepare and support the learner for practice that adheres to the standards of proficiency for arts therapists.

Learning Outcomes On successful completion of the module you be able to:		Assessed in this module	A	B	C	D
L1	understand the relevant legislation, ethics and standards of proficiency to practise safely and effectively within your scope of practice	Practice Education Passport; Practice Education Assessment Report; Presentation/viva	x	x		x
L2	demonstrate awareness 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	Practice Education Assessment Report	x	x	x	x
L3	develop skills of reflection and engage with supervision as a responsible, sensitive and reflexive practitioner	Practice Education Assessment Report; Presentation/viva	x	x	x	x

L4	work collaboratively with others and demonstrate skills required to work effectively in groups and teams	Practice Education Assessment Report; Presentation/viva	x		x	x
L5	understand the need to engage service users and carers in planning to meet their needs	Practice Education Assessment Report; Presentation/viva	x	x	x	x
L6	interact with service users with musical flexibility and sensitivity, to establish and sustain a therapeutic relationship within a creative and containing environment	Practice Education Assessment Report; Presentation/viva	x	x	x	x
L7	demonstrate a critical understanding of theory and research underpinning practice	Presentation/ viva	x	x	x	x

A – Knowledge and Understanding

B – Intellectual Skills

C – Practical Skills

D – Transferable Skills

Learning Experiences

This module will engage the learner in the following types of learning experiences:

- Practice education passport

- 1 days/week off-site and 1 day/week on-site at practice-based learning setting

- Regular group (tutor-led and peer) supervision

- Guided and self-directed study

TOTAL: 400 hours (52 days equivalent)

Assessment Pattern

Formative:

1. Regular supervision

2. Mid-placement review

3. Mock presentation (peer assessment)

Summative:

1. Practice Education Passport (marked on a pass/fail basis and pre-requisite to practice placement beginning)

2. Practice-based learning assessment report (marked on a pass/fail basis)

3. Presentation and viva

You must pass each area in order to pass the module as a whole.

Can this Module be Anonymously marked?

No

Content

Practice Education Passport: Through pre-practice-based learning workshops, seminars and independent learning, you will become familiar with all professional aspects of music therapy, including ethical considerations, relevant legislation policy and codes of professional practice.

Practice-based learning: You will be responsible for observing, planning, delivering and evaluating music therapy sessions.

Written and verbal communication: You will demonstrate effective and appropriate communication skills, liaising and offering professional opinion to colleagues, service-users and their relatives and carers.

Supervision: You will have regular supervision on-site with your Practice Educator, as well as engaging in group supervision with peers facilitated by your Personal Academic Tutor at University.

Essential reading

HCPC (2013) Standards of Proficiency: Arts Therapists https://www.hcpc-uk.org/standards/standards-of-proficiency/arts-therapists/

HCPC (2016) Guidance on Conduct, Performance and Ethics for Students

https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf

HCPC (2017) Guidance on Health and Character, https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-health-and-character.pdf

HCPC (2017) Standards of Education and Training (SETS, https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-education-and-training.pdf

BUNT, L. and STIGE, B. 2014. *Music therapy: An art beyond words.* 2nd ed. London: Routledge.

DAVIES, A., RICHARDS, E. and BARWICK, N. 2015. *Group music therapy: A group analytic approach.* East Sussex: Routledge.

ODELL-MILLER, H. and RICHARDS, E. 2009. *Supervision of music therapy*. East Sussex: Routledge.

All resources for practice-based learning are available via Resource Lists, at this QR code, which are kept up-to-date, and reading is guided as recommended, essential or background.

Other relevant details	
100% attendance required (max 20% certified absence). Teaching materials are also available on Canvas.	
Signed Dr. P. Derrington	Date 2 March 2020

Queen Margaret University

EDINBURGH

Module Descriptor

Title	Developmental and Relational Perspectives			Code: OM193
SHE Level	M	Semester & Mode of Study	Level 1, Semesters 1 and 2 (FT and PT)	Credit Rating
SCQF Level	11			20 (SCQF) 10 (ECTS)
Module Co-ordinator		Dr. Philippa Derrington, Dr. Giorgos Tsiris and Marcela Andrade del Corro		
Module Team		Jane Burns, Clare Gillespie, Dr. Nicky Haire		
Pre-requisites		-		
Co-requisites		Practice-based Learning 1, Theory and Practice of Person-Centred Health and Wellbeing Leading person-centred practice for health and wellbeing Art Psychotherapy theory and practice/ Therapeutic Practice and Resources (Part time learners (AT) complete the co-requisites over 2 years)		
Prohibited Combinations				

Aims:

To develop a critical understanding of core developmental and relational perspectives which underpin and inform the practice of the arts therapies.

Critically engage with group theory and process.

Critically review different research methodologies and methods and their application within the arts therapies.

Learning Outcomes On successful completion of the module you will be able to:		Assessed in this module	A	B	C	D
L1	engage in critical and creative learning about child development and early human relationships and their impact on healthy development and wellbeing across the lifecycle.	Summative assessment	x	x	x	x
L2	have a critical understanding of psychodynamic theories that inform the practice of arts psychotherapies.	Summative assessment	x	x	x	x
L3	demonstrate a critical understanding of group theory and of practical application within the arts therapies in a various contexts.	Formative and summative assessment	x	x	x	x

L4	understand different social, cultural, economic, political and environmental perspectives on health and sickness, in partnership with service users.	Formative assessment	x	x	x	x
L5	critically analyse the characteristics of different methodologies and methods of research; and evaluate applicability to practice	Formative assessment	x	x	x	x

A – Knowledge and Understanding   B – Intellectual Skills

C – Practical Skills   D – Transferable Skills

Learning Experiences

This module will engage you in the following types of learning experiences:

52 hours: Seminars, lectures and workshops

30 hours: Interpersonal learning group (delivery is subject specific)

118 hours: Independent study

TOTAL: 200 hours

Assessment Pattern

Formative: Participation in all research seminars and collaborative learning.

Summative: Essay 3000 words and should include illustrative vignettes. A choice of 2 titles will be given.

Can this Module be Anonymously marked?   Yes

Content

This module will introduce you to developmental theories as well as theories from psychotherapy that have informed the practice of the arts therapies.

This module will introduce you to different research methodologies; and understand the applicability of different research methods in practice.

The learning experience will include lectures, seminars, workshops and discussion groups. These will be variably led by tutors, service-users and learners.

Essential reading and key texts

BATEMAN, A., BROWN, D. and PEDDER, J. 2010. *Introduction to psychotherapy: an outline of psychodynamic principles and practice*. 4th edition. London: Tavistock Publications.

ELLENBERGER, H. 1994. *The discovery of the unconscious: the history and evolution of dynamic psychiatry*. London: Fontana Press

GOMEZ, L. 1997. *An introduction to object relations*. London: Free Association Books

HINSHELWOOD, R.D, ROBINSON, S. and ZARATE, O. 2011. *Introducing Melanie Klein: a graphic guide*. London: Icon Books Ltd.

MALLOCH, S. and TREVARTHEN, C. *Communicative musicality: exploring the basis of human companionship*.

SINASON, V. 1992. *Mental handicap and the human condition: new approaches from the Tavistock*. Free Association Books: London.

WALLIN, D. J. 2007. *Attachment in psychotherapy*. London: Guilford Press.

WHEELER, B. 2016. *Music therapy research*. 3rd edition. Dallas: Barcelona Publishers.

YALOM, I. 2005. *The theory and practice of group psychotherapy*. London: Basic Books.

All resources are available via Resource Lists which are kept up-to-date, accessible via this QR code and directed as recommended, essential or background reading.

Other relevant details

100% attendance required (max 20% certified absence).

Teaching materials are also available on Canvas.

Signed	Date

Queen Margaret University

EDINBURGH

Module Descriptor

Title	Practice-Based Learning 2 (Music Therapy)			Code: OM194
SHE Level	M	Semester & Mode of Study	Level 2, Semesters 1 and 2 (FT)	Credit Rating
SCQF Level	11			40 SCQF 20 ECTS
Module Co-ordinator	Dr. Philippa Derrington			
Module Team	Dr. Philippa Derrington, Clare Gillespie, Dr. Nicky Haire, Emma Maclean, Dr. Giorgos Tsiris			
Pre-requisites	Practi ce-based Learning 1, Theory and Practice of Person-Centred Health and Wellbeing, Leading Person-Centred Practice for Health and Wellbeing, Therapeutic Practice and Resources; Developmental and Relational Perspectives			
Co-requisites	Dissertation; Arts Therapies in Context			
Prohibited Combinations				

Aim

To prepare and support the learner for autonomous practice that adheres to the standards of proficiency for arts therapists.

Learning Outcomes On successful completion of the module you will be able to:		Assessed in this module	A	B	C	D
L1	practise safely and effectively within your scope of practice in accordance with the legal and ethical boundaries of music therapy	Practice Education Assessment Report; Presentation/viva	x	X	x	x
L2	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	Practice Education Assessment Report	x	x	x	x
L3	critically engage with supervision as a responsible, sensitive and reflexive practitioner	Practice Education Assessment Report; Presentation/viva	x	x	x	x
L4	critically review and reflect on work as an autonomous music therapist exercising your own professional judgement and contribute effectively within a multidisciplinary team	Practice Education Assessment Report; Presentation/viva	x	x	x	x

L5	apply a critical understanding of theory and research to therapeutic practice	Practice Education Assessment Report; Presentation/viva	x	x	x	x

A – Knowledge and Understanding   B – Intellectual Skills

C – Practical Skills   D – Transferable Skills

Learning Experiences

This module will engage the learner in the following types of learning experiences:

- 2 days/week practice-based learning
- Regular group (tutor-led and peer) supervision

TOTAL: 400 hours

Assessment Pattern

Formative:

4. Regular supervision
5. Mid-placement review
6. Mock presentation (peer assessment)

Summative:

4. Practice-based learning report (marked on a pass/fail basis)
5. Presentation and viva

You must pass both areas in order to pass the module as a whole.

Can this Module be Anonymously marked? No

Content

Practice-based learning: You will be responsible for the assessment, delivery and evaluation of music therapy sessions.

Written and verbal communication: You will demonstrate effective and appropriate skills in communicating information, liaising and offering professional opinion to colleagues, service-users and their relatives and carers.

Supervision: You will receive regular supervision on site and at University, and contribute to group discussion and reflection.

Essential Reading

HCPC (2013) Standards of Proficiency: Arts Therapists https://www.hcpc-uk.org/standards/standards-of-proficiency/arts-therapists/

HCPC (2016) Guidance on Conduct, Performance and Ethics for Students

https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf

HCPC (2017) Guidance on Health and Character, https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-health-and-character.pdf

HCPC (2017) Standards of Education and Training (SETS, https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-education-and-training.pdf

All resources for practice-based learning are available via Resource Lists, following this QR code, which are kept up-to-date. Reading is directed as guided recommended, essential or background.

Other relevant details

100% attendance required (max 20% certified absence).

Teaching materials are also available on Canvas.

Signed Dr. P. Derrington	Date 2 March 2020

Module Descriptor

Title	Arts Therapies in Context			Code: OM195
SHE Level SCQF Level	M 11	Semester & Mode of Study	Level 2, Semesters 1 and 2 (FT)	Credit Rating 20 (SCQF) 10 (ECTS)
Module Co-ordinators	Emma Maclean and Sheena McGregor			
Module Team	Philippa Derrington, Adrienne McDermid-Thomas, Giorgos Tsiris, Sarah Haywood, Jane Burns, Julliet King			
Pre-requisites	Practice-Based Learning 1, Developmental and Relational Perspectives, Theory and Practice of Person-Centred Health and Wellbeing, Leading Person-Centred Practice for Health and Wellbeing			
Co-requisites	Practice-Based Learning 2 (Full-time learners), Practice-Based Learning 1 (Part-time Learners)			
Prohibited Combinations				

Aims

To engage learners in critically evaluating the impact of environmental, social, political, individual and relational factors on health and wellbeing

To consider the relevance of collaborative approaches through analysis of research, theory and practice.

To develop reflexive practitioners able to examine the role of psychodynamic thinking in arts-based processes within person-centred frameworks, multi-disciplinary, inter-disciplinary contexts and wider pathways and ecologies.

Learning Outcomes On successful completion of the module you will be able to:	Assessed in this module	A	B	C	D
L1	demonstrate ongoing personal learning within your own arts-based processes		x	x	x	x
L2	examine determinants of health and wellbeing and discuss how different perspectives and values inform approaches in the arts therapies		x	x	x	x
L3	critically reflect on the relationship between contexts and practice considering environmental, social, and political influences		x	x	x	x

L4	implement rigorous and systematic inquiry of your own engagement in art/music/drama and that of others that evidences an understanding of conscious and unconscious processes		x	x	x	x
L5	demonstrate the qualities of a critically reflexive practitioner considering key psychodynamic concepts in broader contexts including person-centred frameworks and collaborative practice.		x	x	x	x

A – Knowledge and Understanding   B – Intellectual Skills
C – Practical Skills   D – Transferable Skills

Learning Experiences

Lectures;

Workshops;

Directed and independent study and practice

Tutor/Learner Contact: 28 hours

Peer Assisted Learning: 14 hours

Self-directed Learning: 158 hours

TOTAL: 200 hours

Formative:

You will participate in ongoing arts-based responses to context, both individually and collaboratively, exploring this in relation to theory. A full brief will be provided.

Summative:

You will be required to create an arts-based response in your respective art form (music/art/drama) to your context for practice-based learning. The arts-based response could be on your own or in a small group; this may be inter-professional. This should be followed by an individual written reflection (1000 words) where you consider what has arisen from the art form and the process, how this has influenced your perspective and possible implications for practice.

This assessment is marked on a pass/fail basis.

Can this Module be Anonymously marked?   No

Content

This module will offer lectures, talks and workshops from practitioners and researchers within the arts therapies, persons with lived experience, and other professions. This will encourage you to explore the contexts in which the arts therapies are, and may be, employed in more depth. You will examine theories, concepts and values underpinning different approaches, pathways and collaborations. This will be grounded in ongoing development of arts-based resources for practice, reflection and research in both tutor and learner-led opportunities.

Essential reading and key texts

All resources are available via Resource Lists and via this QR code. These are kept up date, and reading is guided as recommended, essential and background.

Other relevant details

100% attendance required (max 20% certified absence).

Teaching materials are also available on Canvas.

Signed	Date

Module Descriptor

Title	Dissertation			Code NM371
SHE Level	M	**Semester &**	Semester 1, semester 2 and, where applicable, semester 3	**Credit Rating**
SCQF Level	11	**Mode of Study**		60 SCQF 30 ECTS
Module Co-ordinator	Dr Giorgos Tsiris and Pathway Leads			
Module Team	Pathway leads and members of programme teams			
Pre-requisites	Subject to Master of Occupational Therapy Integrated programme pre-requisites Subject to MSc Person-centred Practice Framework subject pathway pre-requisites			
Co-requisites	Subject to MSc Person-centred Practice Framework subject pathway co-requisites			
Prohibited Combinations	None identified			

Aims

- Enable learners to build upon the person-centred practice and subject-specific pathway modules to develop and apply the skills of research and enquiry to a self-selected topic which contributes and advances understanding to a subject, field or profession.
- Engage learners in study which demands a professional approach, academic rigour, independence, leadership and self-direction.

Learning Outcomes On successful completion of the module you will be able to:	Assessed in this module	A	B	C	D
L1	Identify a relevant topic related to an area of practice with potential for change, innovation, development or for systematic inquiry.	Yes	√	√	√	√
L2	Demonstrate critical understanding of relevant theoretical approaches, methodologies and methods of inquiry, and ethical considerations in its application to a chosen topic and to the specific dissertation option undertaken.	Yes	√	√	√	√
L3	Develop systematically, critically and in-depth, a dissertation that is relevant for a specific area of practice.	Yes	√	√	√	√
L4	Demonstrate ability to justify and synthesise the research and inquiry process and outcomes through critical discourse and commentary.	Yes	√	√	√	√
L5	Critically evaluate and reflect on the relevance of the work undertaken in relation to advancing practice.	Yes	√	√	√	√

A – Knowledge and Understanding B – Intellectual Skills C – Practical Skills D – Transferable Skills

Learning Experiences

The module will engage you in the following types of learning experiences:

5 hours taught classes
5 hours dissertation supervision
590 hours of self-directed study
Total: 600 hours

Assessment Pattern

Formative:

500-word proposal outlining dissertation option choice (A, B, C, D or E see below), rationale and, briefly area of interest.

Summative:

For options A, B, C and D: 11,000-word (+10%) dissertation
For options E: 5,500-word (+10%) dissertation

Can this Module be Anonymously marked? Yes for options A, B and C. No for option D and E as the pebblepad platform reveals the author name.

Content

This module is weighted heavily towards your own independent study. It may take the form of five options, subject to pathway variation and availability: (A) a practice-based project, (B) a review of literature, (C) an empirical study, (D) a portfolio thesis, (E) an arts-based thesis.

A) Practice-based project

This can be based on practice experience from practice-based learning, existing employment context, service learning, voluntary work or in partnership with an organisation identified by either you or the programme/pathway team.

You will review the evidence base for a chosen aspect of practice, analyse how evidence has informed your practice and synthesise findings from the literature with either;

(i)   a practice evaluation undertaken as a routine part of the practice context; or
(ii)   the creation of a project developed in partnership with the practice-based partner.

As part of the practice-based project you will demonstrate how research and professional judgement inform practice and potentially identify gaps in knowledge in the chosen area.

B) A review of literature

A review of literature will be undertaken directed by a research question connected to a self-selected topic of enquiry which will contribute to, and advance, understanding of the subject, field or profession.

You will choose and justify the approach adopted to the review of literature (for example a narrative/traditional literature review, scoping review, systematic literature review). The review will therefore be focused on responding to a coherent question which will, in turn, direct an in-depth critical evaluation and review of current literature.

C) Empirical study

A small-scale, original, piece of research will be undertaken which will require you to plan and design a research study, to collect and analyse generated data accurately, and to present the findings and conclusions, relating their relevance to the advancement of the chosen subject, field or profession.

D) A portfolio thesis

The learner creates an e-Portfolio of evidence constructed from their work over the course of their studies that focuses on opportunities and challenges associated with the development of practice with a focus on

personhood. This e-Portfolio of evidence will be guided by a critical commentary of implications, and the impact, for ongoing research and development.

E) An arts-based thesis

An arts-led study where methods and findings are underpinned by an in-depth arts-based methodological approach and design. This study is built as an e-portfolio and may take the form of an empirical project involving human participants. It will be directed by a question connected to a self-selected topic of enquiry which will contribute to, and advance, understanding of the subject, field or profession. Reflexivity and aesthetic engagement, as well as self and social critique, are key elements of the artistic enquiry as evidenced in the produced arts processes and outputs and their related critical commentary.

Main Texts

You should consult from a range of texts which may include the following:

AVEYARD, H., 2010. *Doing a literature review in health and social care*. 2nd Edition. Glasgow: McGaw Hill.
BARONE, T., & EISNER, E. W. 2011. *Arts based research*. Sage.
BARRETT, E., & BOLT, B. (Eds.). 2014. *Practice as research: Approaches to creative arts enquiry*. Bloomsbury Publishing.
BATAVIA, M., 2001. *Clinical research for health professionals*. Oxford: Butterworth-Heinemann.
BROPHY, S., SNOOKS, H. and GRIFFITHS, L., 2008. *Small scale evaluation in health: a practical guide*. London: Sage.
DEWING, J., MCCORMACK, B. and MCCANCE, T. (eds) 2020. *Person-centred practice nursing research: Methodology, methods and outcome.* London: Springer.
DICKSON, R., CHERRY, G., and BOLAND, A., 2014. Carrying out a systematic review as a master's thesis. In: A. BOLAND & G. CHERRY, (eds.) *Doing a systematic review: A student's guide,* Los Angeles; London; New Delhi; Singapore; Washington DC: SAGE Publications, pp.1 – 16.
DWYER, J., STANTON, P., and THIESSEN, V., 2004. *Project management in health and community services: getting good ideas to work*. Crows Nest, N.S.W.: Allen & Unwin.
FIELD, G., 2009. *Discovering statistics using SPSS*. 3rd ed. London: Sage.
FINLAY, L., 2006. *Qualitative research for allied health professionals: challenging choices*. Chichester: John Wiley. NB: this title is also available electronically: http://millennium.qmu.ac.uk/record=b1072039~S0.
FINLAY, L., 2011. *Phenomenology for therapists: researching the lived world*. Malaysia, Wiley-Blackwell.
GRBICH, C., 1999. *Qualitative research in health: an introduction*. London: Sage.
GREENHALGH, T., 2014. *How to read a paper: the basics of evidence-based medicine,* 5th ed. Chichester, West Sussex: John Wiley & Sons.
HICKS, C., 2009. *Research methods for clinical therapists: applied project design and analysis*. 5th ed. Edinburgh: Churchill Livingstone.
LEAVY, P. (ed.). 2019. *Handbook of arts-based research*. Guilford Publications.
LIAMPUTTONG, P., & RUMBOLD, J. (eds.). 2008. *Knowing differently: Arts-based and collaborative research methods*. Nova Science Publishers.
MILES, M. and HUBERMAN, M., 1994. *Qualitative data analysis: an expanded sourcebook*. 2nd ed. Thousand Oaks: Sage.
McCORMACK, B., Van DULMEN, S., EIDE, H., EIDE, T., and SKOVDAHL, K.-I., 2017. *Person-centred healthcare research.* Oxford, UK: John Wiley.

NOKES, S., and KELLY, S., 2007. *The definitive guide to project management: the fast track to getting the job done on time and on budget*. Harlow: Prentice Hall

POPE, C. and MAYS, N., 2006. *Qualitative research in health care*. 3rd ed. Malden: Blackwell Publishing/BMJ Books.

SAKS, M. and ALLSOP, J., 2007. *Researching health: qualitative, quantitative and mixed methods*. London: Sage.

VAN MANEN, M., 1990. *Researching lived experience*. USA, State University of New York.

WANG, Q., Coemans, S., Siegesmund, R., & Hannes, K. (2017). Arts-based methods in socially engaged research practice: A classification framework. *Art/Research International: A Transdisciplinary Journal*, *2*(2), 5-39.

There will be a comprehensive list of articles from a range of professional journals, and texts available in the canvas@QMU area for this module.

Other relevant details

Ethical guidelines that outline all details including gaining consent, storage and destruction of such identifiable data will be available in the subject specific dissertation guidelines.

Completed by the module team	Date 3/5/2022
Registry use only	Date received